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ABSTRACT

This is a book to help women who are thinking about entering or returning to college after spending several years as housewives and/or volunteers in their communities. The descriptive materials included will tell in general terms how the process of accrediting homemaking and volunteer experience might work: the skills that might be learned from different kinds of experiences, the information that colleges will look for in awarding credit, the kinds of credit that might be awarded, the costs involved, and some of the problems that might be encountered. The workbook section is a guide for evaluating one's own experiences and trying to obtain credit for them. Appended are: "I Can" competency lists; Catalyst National Network of local resource centers; directory of brokering programs; and a list of colleges that are members of the Council for the Advancement of Experiential Learning. (MSE)

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HOW TO GET COLLEGE CREDIT FOR WHAT YOU HAVE LEARNED AS A HOMEMAKER AND VOLUNTEER

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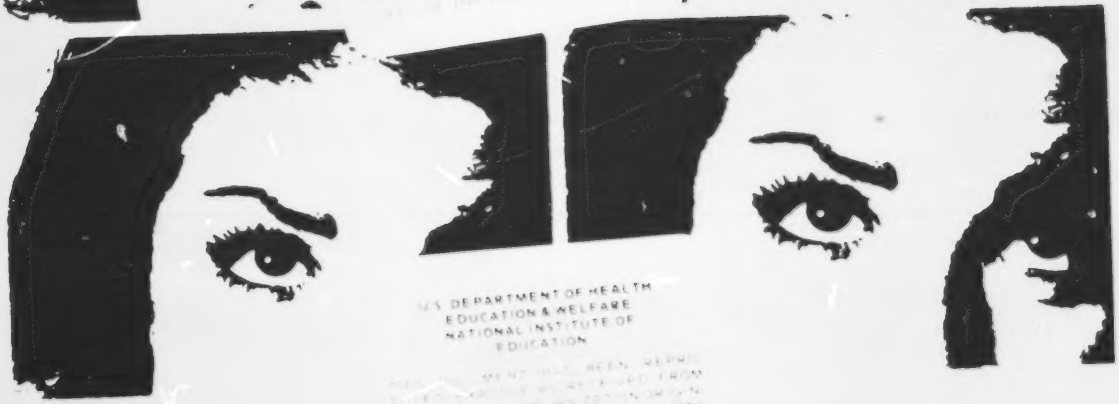

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HOW TO GET COLLEGE CREDIT FOR WHAT YOU HAVE LEARNED AS A HOMEMAKER AND VOLUNTEER

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1977

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HOW TO GET COLLEGE CREDIT FOR WHAT YOU HAVE LEARNED AS A HOMEMAKER AND VOLUNTEER

Ruth B. Ekstrom, Abigail M. Harris, and Marlaine E. Lockheed

INTRODUCTION

This is a book to help women who are thinking about entering or returning to college after spending several years as housewives, and/or as volunteers in their communities. Many women have learned a great deal from their experiences in the home and in voluntary organizations; they would like to be able to make others aware of what they have learned and of the new skills and competencies they have acquired. If you are one of these women, this book may help you find ways to get college credit for your experience.

Who gets college credit for their domestic and volunteer experience?

Sally Livingstone did. She organized Call for Action at radio station KABL in San Francisco. In this work, Sally directed 30 volunteers who found out about the community resources in the San Francisco Bay area and put together a reference book describing these resources. She also worked in cooperation with the radio station and developed public relations programs in other media (such as newspapers and television). The Credit by Examination for External Learning (CEEL) program at California State University in San Francisco made it possible for Sally to receive 10 hours of college credit for this volunteer work experience.

Other women might receive college credit for organizing a tenants' strike; for work as a volunteer in an art museum; for running a cooperative play group for children; for telephone counseling of people who call a crisis intervention center; for skills learned in quantity food preparation

for church suppers; for experience as a school board member; for horticultural skills acquired from a gardening club; or for work with women's rights or civil rights groups.

Reasons for Crediting Prior Learning. If you have always thought of college credits as something you get for spending a certain number of hours in a classroom, you may wonder how you can possibly receive credit for the things you have done and learned outside of any college. Many colleges are beginning to recognize that what is important in education is what a student has actually studied and learned and not the number of hours of teaching that a student has received or the amount of time she has spent in a classroom.

You can learn in many different ways and places. Some of your learning will come from school course work; some will come from the reading you have done; some will come from work experience; some will come from talking with others; and some will come from other kinds of experiences. Of course, it is possible that you could have done all these things without learning anything. However, most people would have learned a good deal from each of these activities. What is important if you wish to obtain college credit for your experiences is to be able to show that you have learned something from what you have done. If you have new skills and new ideas and insights, you can show that you have learned from your experience.

Experiential learning is being recognized in many different ways. A group of colleges interested in giving credit for learning by experience has been formed. This group has a program called the Council for the Advancement of Experiential Learning (CAEL), which will help its members and other colleges develop ways to evaluate what people have learned from different kinds of experience. Several states (e.g., California, Connecticut, Florida, Illinois,

New Jersey and New York) already have statewide "external degree programs" which give credit for off-campus learning. Similar programs are being planned in other states. Other groups are also trying to assist colleges and educational agencies in developing new and different ways to look at various kinds of learning and how they might be evaluated and assessed.

The Educational Testing Service/Fund for the Improvement of Postsecondary Education Project. One project which focused on ways to help people see how life experience can be evaluated for college credit has been conducted by Educational Testing Service under a grant from the Fund for the Improvement of Postsecondary Education. This project is concerned with how women's homemaking and volunteer experiences can be assessed. The book you are reading is one outcome of this project. There are also two other companion workbooks: Volunteer Work and College Credit (for volunteer groups and administrators of volunteers) and Evaluating Women's Life Experience Competencies for College Credit (for colleges).

How to Use This Book. This book has two main parts: Section I, Descriptive Information, and Section II, Workbook.

The descriptive materials will tell you, in general terms, how the process of accrediting your homemaking and volunteer experience might work. There will be a chapter describing different kinds of experiences and the skills that you might learn from them. Another chapter will tell you about the kinds of information that colleges may ask you for if you are seeking credit for your homemaking and volunteer experience. The different ways in which colleges may use this information will be described as well as the different kinds of credit that might be awarded. We will tell you what costs may be involved in trying to get these credits and also what the advantages are for you in seeking

this credit. We will also try to warn you about some of the problems and difficulties you may encounter in trying to obtain such credit. You should read all of the descriptive materials before you try to use the workbook.

The workbook is a guide for you to use in evaluating your own experiences and in trying to obtain college credit for them. The workbook will have questions for you to answer. No two people will use the workbook in exactly the same way. The workbook will also have places for you to keep a record about your homemaking and volunteer experience and your progress in obtaining college credit for these experiences.

You are the only person who can make the final decision about whether or not to seek college credit for your experiences--the power is in your hands. If you start on a program to get this kind of credit, don't hesitate to negotiate with one or more colleges to get what you want. You have the freedom to decide not to do what a particular college requires and to contact another college instead. If, after you get into a program involving credits for experiential learning, you find that the process seems too difficult, you can decide to take traditional courses instead or even to opt out of college entirely. Don't be afraid to try an experiential learning program like the kinds described in this workbook--you have much to gain and relatively little to lose. A college degree or specific college courses can open up many more career and life options for you.

SECTION I

DESCRIPTIVE INFORMATION

Chapter 1

WHAT KINDS OF SKILLS AND LEARNING DO WOMEN ACQUIRE AS HOMEMAKERS AND VOLUNTEERS?

The first step in seeking college credit for your homemaking and volunteer experiences is to review what you have done. Eventually, you will need a written record of your experiences and what you feel you have learned from each of them. In this chapter we will describe some homemaking and volunteer activities and then discuss the kinds of skills and competencies which may be learned from these experiences. Finally, we will describe how competencies can be related to college courses and credits.

Some Examples of Homemaking Activities. What are some of the things which women do at home in caring for their house and family? Table 1 on the next page includes some of these activities.

Some Examples of Volunteer Activities. Almost any kind of job that is done for pay is done by someone as a volunteer. Don't think of volunteers in the old-fashioned way as "Lady Bountiful" bringing food or cast off clothing to a needy family once or twice a year. Today volunteers do many different things. If you are an elected but unpaid official in your community, such as a member of the school board, the library board, city council, etc., you are a volunteer. If you are an unpaid officer in your union or business group, you are a volunteer. If you have organized or worked in a welfare rights organization or tenants' rights group, you are a volunteer. If you have organized and run a Girl Scout cookie sale, you are a volunteer. If you have helped to register voters or to lobby for new or changed laws, you are a volunteer.

Table 1

Some Typical Homemaking Activities

Budgeting, family financial planning and management.

Child care--for infants, toddlers, other preschoolers, elementary school age, teenagers, etc. Includes physical care; planning play activities; teaching games, songs and skills; guiding moral development, etc.

Communicating with others--includes writing letters, making phone calls, placing orders for goods and services, etc.

Gardening and plant care--includes care of lawn, flower and vegetable gardens, houseplants.

Home maintenance--includes diagnosing and correcting housing problems such as interior and exterior painting, roofing, wiring, plumbing, building bookshelves or cupboards, etc.

Home nursing for children and adults--includes care during normal childhood diseases and also care of handicapped children and adults, senile adults, etc.

Identifying and obtaining needed community services--finding out about Social Security, welfare, adoption, drug and alcoholism centers, etc., and how to get help from them.

Interior decorating--planning for repainting, new slipcovers, curtains, or upholstery, new rugs or furniture, rearranging furniture, etc.

Laundry and housecleaning.

Meal planning and preparation.

Pet care.

Sewing, needlework--includes making clothing, slipcovers, curtains, etc., knitting, crocheting, needlepoint, etc.

The list in Table 2 on the next two pages is the index used by the Clearinghouse of the National Center for Voluntary Action to describe different types of volunteer programs. Not every kind of volunteer activity is listed here but this list should help you to start thinking about your own volunteer work experience. Don't be scared off by the large variety of volunteer activities. If you can demonstrate skills in even one of the areas, you may be able to obtain college credit.

Later on, we will try to describe volunteer work more completely. To do this, we will talk about the difference between the type of volunteer organization where the work was done and the kind of work activity. If, for example, your volunteer activities include doing work involving teaching people about the environment for both the Girl Scouts and the Sierra Club and also writing articles for the local newspaper about one of the Girl Scout troop's cookie sale, you would say that teaching about the environment is the same type of activity, even though you are doing it for two different volunteer groups. Writing about the cookie sale and teaching about the environment are different activities, even though you are doing them for the same organization (the Girl Scouts).

In the following section, we will try to help you think about what you have done in terms of where you did it, what you did, and the skills you learned.

Thinking about Skills and Competencies. As we mentioned, you will want to think about not only what you have done but, more importantly, what you have learned from doing these things.

Table 2

Clearinghouse Index of Volunteer Programs

Administration and Organization
Operating volunteer bureaus; mounting recruitment drives, award programs; volunteer orientation.

Civic Affairs
Stimulating community interest in government; assisting in voter registration; engaging in lobbying; proposing legislation.

Communications and Public Relations
Writing copy, newsletters, educational material, bulletins, radio scripts for programs; manning speakers bureaus.

Community Services
Serving on advisory bodies to government; organizing self-help groups; forming coalitions for planning and action; manning information centers; participating in broad community improvement programs.

Consumer Services
Educating people on how to get more for their money, how to budget, what to buy, pitfalls of credit; setting up co-ops and buying groups; answering consumer complaints and investigating fraud.

Cultural Activities
Teaching art, bringing theatre and music to schools and ghettos; acting as guides and lecturers in museums.

Education
Improving the educational level of young and old--serving as teacher aides, tutoring children and illiterates, teaching English as a second language, contributing to school talent banks, getting books to kids, bolstering library services; keeping children in school or returning drop-outs, providing scholarships.

Employment and Jobs
Counseling young people on careers; mounting career fairs; improving employment possibilities through job orientation; providing skill training, placement services.

Entrepreneurship
Assisting minority people in setting up their own businesses; providing consulting and advisory services, management training and financial assistance.

Family-, Youth-, and Children-Oriented Services
Serving as big brothers and sisters, starting and operating day care services; improving homemaking skills of the inexperienced; providing foster homes; brightening and enriching residential facilities like orphanages; adopting and acting as a problem-solver for underprivileged families.

Give-Away Programs

Providing emergency food, clothes, and household equipment to the needy and the disaster-stricken; brightening holidays with gifts; operating gift shops.

Health and Mental Health

Educating the young and old on prevention of disease, drug addiction, alcoholism; filling numerous roles in hospitals and clinics; becoming a member of a therapeutic team to rehabilitate the mentally ill, drug addicted; helping with reintegrating into the community; bringing medical services to the poor.

Housing

Improving existing structures in rundown areas, getting involved in problems of relocation, investigating offenses against fair housing laws, facilitating tenant-landlord relationships, advising new home owners on property management, mortgages, insurance, budgets.

Interracial/Interethnic/Intergroup Relations

Establishing programs to reach inner-city people; participating in efforts for integration; bridging the generation gap.

Legal Rights, Law Enforcement and Crime Prevention

Serving as a probation aide; providing law education for lay groups; improving police-community relations; befriending prisoners while in jail and afterwards; taking part in volunteer programs in juvenile institutions.

Nutrition

Teaching good eating habits, better food preparation; promoting school lunch programs; helping in school cafeterias; aiding in food distribution; delivering meals to the old, the ill, the handicapped.

Physical Environment, Except Housing

Fighting the further spread of pollution through research, data gathering and code enforcement; restoring land, waters; improving the urban scene; creating playgrounds and parks; cleaning up littered highways.

Psychological/Social Support Services

Providing companionship to the shut-in, the aged; becoming a foster parent; sharing housekeeping skills; giving telephone guidance and reassurance.

Recreation

Providing play activities and play space; coaching in sports; teaching arts and crafts; giving parties for children, senior citizens; making vacations possible for the disadvantaged, the retarded, the handicapped; promoting community swimming pools; serving in drop-in centers.

Transportation

Chauffeuring; driver education; safety education; programs including a driver training component.

In some colleges, you will be asked to show how the things you have learned are related to the courses which the college offers. You may be able to present materials showing what you have learned or to take written or oral examinations based on your knowledge that will give you credit for some courses. Each college has its own way of doing things so you must find out for yourself what any college you would like to attend will require of you. Later in this workbook, we will describe some of the problems you may find and talk about ways to deal with them.

You will find that a few colleges may talk about the things you have learned as "competencies." By this, these colleges mean a set of abilities or qualities which, if the college has a "competency-based curriculum," are required as part of a program or of all graduates. Most colleges with a competency-based program have some way of testing or evaluating students to see if they have achieved the particular skill or ability. For example, if one competency is "The student is competent in communication skills" (this is one of the competencies required at Mars Hill College in North Carolina), then you might be able to prove that you have this skill by presenting examples of your writing or presenting a tape recording of talks you have given. Instead of asking for samples of your writing or talks, the college might ask you to write a composition for them or to prepare and give a talk to a group of faculty and students.

In the workbook you will find an example of the kinds of competencies or skills that are learned in various kinds of volunteer and homemaking work. This sample of competencies for volunteers and homemakers is called the

"I Can" lists. No one in a given activity learns all of the things on any of these lists, but the "I Cans" should help you begin thinking about what you have learned and help you make your own list of competencies.

One of the main problems will be for you to understand for yourself just what skills and competencies you have learned and how to describe them to others. Colleges often have a special language of their own that they use in talking about courses and requirements. In the workbook, we will try to help you understand that language and also tell you about where you can get help in describing your knowledge to others.

Relevance of Competencies to Postsecondary Education. As we mentioned earlier, a few colleges have a competency-based program but many other colleges have a program based on taking certain courses. Colleges which stress courses and which do not award credit for learning from experience often argue that although experience may teach an individual how to perform job-related skills, experience does not give people an understanding of the theories and knowledge which determine how and when these skills are applied. They feel that understanding the theories behind what you do is better learned in the classroom. You may face the problem of showing such colleges that you understand the theories and reasons behind what you have done. This understanding may be of major importance to many colleges.

Most people grow in knowledge from doing things as well as from taking courses. After doing some things more than once you see alternative ways and reasons for doing something one way or another. Slowly you develop a theory

or understanding of why and what to do. College courses and programs often put the learning of a theory first and then help you to apply the understanding of that theory in the things you do in your life and your career.

Some colleges have a group of required courses which all of their students must take. In liberal arts programs, these courses may be the "general education" part of a college curriculum. The idea behind such requirements is a belief that there are some basic things which all college educated people should know and/or be able to do. Many colleges, for example, feel that being able to write well and communicate with others is an important skill for all of their students. If you have had volunteer experience writing newsletters, newspapers, radio or television articles or in developing program descriptions or training materials about your volunteer organization, you may be able to demonstrate to the college that you already have this kind of skill.

In some fields of study in college there are certain other requirements for all students. Often these requirements include an introductory course to give everyone the same basic overview and understanding of the field before more specialized courses are taken. You may be able to obtain credit for such courses on the basis of your experience. For example, if you have been active in the League of Women Voters or in working for a political party or candidate you might be able to obtain credit for an introductory course on the American political system.

Still another kind of course which some college programs require is a "field experience," "internship," or "practicum" course. These courses mean that you go outside of the classroom and try your skills in a real work experience. For

example, social service and counseling programs frequently require that you spend a semester working in a community agency. If you have already had this experience as a volunteer, you may not be required to take these practicum courses. Many home economics programs require their students to spend some time living in a "home management" house on the college campus so they can have the experience of running a home. If you are a homemaker now, you may be able to obtain credit for this kind of experience.

What kinds of skills and learning do women acquire as homemakers and volunteers? The list of activities is long and varied. Each woman has her own unique set of skills and experiences. The "I Can" lists in the workbook will help you review your own special competencies.

Chapter 2

WHAT KIND OF INFORMATION WILL THE COLLEGE WANT?

If you are thinking about getting college credit for your homemaking and/or volunteer experience, you must expect that the college will want to know a lot about what you have done. They will probably ask someone to work with you in getting a description of your experience. Most colleges will want to have one or more interviews or meetings with you to talk about your experience. After these meetings, they will probably ask you to write a description of what you have done.

Before you write out a detailed description or even decide definitely that you want to do the work involved in obtaining credit for your experience, you should first meet with someone from the college you plan to attend. You should find out exactly what kind of information the college wants and how the college wants you to prepare this information. Do <u>not</u> spend a lot of time writing a detailed record of your experience before you find out if the college you are interested in attending will want this kind of record.

<u>Identifying Learning Experiences</u>. The first step in preparing a description will be to make a list of your own volunteer and homemaking experiences. The easiest way to do this is to work backward year by year. Let's see how one woman's list looks:

Jane Jones - Now:	Member of the City Parks Commission; homemaker-mother of two teenage children.
- Last year:	Lobbied for increased parks appropriation before mayor's council.
- The three years before that:	Wrote articles for local newspaper on need for better parks for Neighborhood Parks Association.
- Five years ago:	Organized Neighborhood Parks Association and served as first president.

Jane has been involved in several different kinds of volunteer work. When her children were small, she organized a neighborhood play group with four other mothers. Each mother took care of all of the children one day a week and organized games, neighborhood trips, etc. for the children.

When Jane took the play group to the neighborhood park, she noticed that the park was littered and dirty, that many swings and other play equipment were broken so the children could not use them. She talked with the families of the children in the play group and other families in the neighborhood about the bad condition of the park. When they were unable to get the city to do anything about the park, Jane organized the neighborhood for a park clean-up campaign. This became a yearly activity and eventually a Neighborhood Parks Association was formed. As president of the Neighborhood Parks Association, Jane wrote a letter to one of the city newspapers about the bad condition of this and many other neighborhood parks in the city. As a result of her letter, the newspaper editor asked her if she would like to write a series of articles about the need for better parks. Last year Jane made an appointment with the mayor and several city officials to find out, for her newspaper articles, why the parks were in such bad condition. When they told her that the city did not have enough money for the parks, she began to attend the open meetings of the mayor's council and to talk with the council members about the need for more money for neighborhood parks. As a result of Jane's efforts, the money for the parks was increased. This year the mayor asked her to be one of the five members of the City Parks Commission.

When you finish your list, go back through it and group your activities into related areas; this will help you see the patterns in your experience.

You will need to separate your activities according to the kind of work activity. Remember that we discussed earlier the difference between the <u>type of organization</u> where the work was done and the <u>kind of work activity</u>. Among the kinds of organizations where volunteer work is done are: health and hospital groups; educational groups; justice, legal rights, and law enforcement groups; religious groups; political groups; and professional and union groups. Among the kinds of volunteer work done are: administration; public relations and fund raising; direct service to other people (such as serving as a tutor, a counselor, or a youth group leader); and indirect service to others (such as doing research about community needs or lobbying for new laws).

This is a good time for you to read through the "I Can" lists in Appendix A. These lists will give you an idea of some of the kinds

of competencies which other women have acquired from their volunteer work and homemaking experience. Do not think that you should be able to do all or most of the things listed in any area even if you have had a lot of volunteer and homemaking experience.

After you have read the "I Can" lists, you are ready to develop your own list. You may want to use the "I Can" lists to help you or you may prefer to write your "I Cans" in your own words. Sally, a woman who organized a play group for her own and other neighborhood children, made the following list:

As the organizer and operator of a play group, I can:

Get other parents to work cooperatively with me;
Set up and keep a work schedule, including coping with emergency changes;
Plan activities appropriate for preschool children;
Teach games to preschool children;
Teach arts and crafts to preschool children;
Tell stories to preschool children;
Teach children about their neighborhood and community;
Plan and prepare nutritious meals suitable for preschool children;
Give first-aid for simple emergencies;
Recognize the symptoms of common childhood diseases.

If, for example, you have worked to raise money for a church, school, or health-care organization, you would turn to the "I Can" list for a Fund Raiser to see how many of these skills are things which you have learned or can do. Then you would write down a list of the skills and knowledge which you have as the result of working as a fund raiser, adding to the "I Can" lists as needed.

There are two basic ways of organizing descriptions of your volunteer and homemaking experience. If you have worked almost exclusively with one volunteer agency or program but have had numerous jobs within that program, you will probably want to concentrate on the activities of the program and the skills you acquired in these activities. Similarly, if most of your homemaking

activities have involved child care, you will want to concentrate on this area. If, on the other hand, you have worked in a number of different volunteer programs or agencies, or have done a great variety of homemaking activities, you will probably want to look for the common aspects which you can identify across these experiences. For example, if you keep your family budget and financial records, have been a bookkeeper for the local thrift shop, the treasurer of the PTA, and district chairperson for the Girl Scout cookie sale, you have gained a variety of skills in financial management.

Documenting Your Experiences. After you have read through the "I Can" lists and have developed your own "I Can" list of competencies, you will probably be asked by the college to demonstrate that you can do and have learned the things you have listed. This is often referred to as "documentation" of your experience. Documentation means presenting evidence to support a statement. If you say that you know or can do certain things, colleges will want to have some evidence or indication of what you have learned. Some schools may call this developing a "portfolio."

There are three basic ways in which you can demonstrate your competencies: (1) by taking examinations; (2) by presenting evidence from others; and (3) by presenting your own evidence about your experience. Even when colleges do not typically award credit for prior or experiential learning, they may be willing to do so if you take an examination.

Examinations. There are two different kinds of examinations which may be involved in assessing your competencies and prior experience: (1) testing programs which are designed for students in many different colleges; and (2) tests designed by a particular college, itself, for its own students.

There are three national standardized testing programs which have been designed to help colleges assess what people have learned from various kinds of experience. These are the College-Level Examination Program (CLEP), the American College Testing Proficiency Examination Program (ACT-PEP), and the New York State Regents External Degree Examination (REDE).

The College-Level Examination Program is given at test centers all over the United States and in some foreign cities. There are two types of examinations: (1) the General Examination, and (2) the Subject Examination. The General Examinations cover five areas: English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences-History. The material in these examinations is similar to what is covered in beginning level college courses in these areas. The amount of credit awarded is up to the individual school, but colleges may award as many as 27 credit hours or one full year of credit if you pass all five of these examinations with a satisfactory grade. The Subject Examinations measure what you might have learned if you had taken specific college courses. For more information about these examinations and their content, turn to the workbook section.

The New York Regents External Degree Examination (REDE) was originally developed by the University of the State of New York but they are now accepted by colleges in many parts of the country.

The ACT Proficiency Examination Program covers what you might learn in specific college courses. For more information about these examinations and their content, turn to the workbook section.

Other standardized examinations which colleges may use to assess what you have learned from your experience include the Advanced Placement Examination,

the achievement tests of the American College Testing Program or the College Entrance Examination Board, the Undergraduate Program Field Test, or the Graduate Record Examinations.

There are some problems which may occur in obtaining college credit by examination. Colleges may differ over what they will accept as a "satisfactory" passing grade on these tests. Some colleges will allow you to omit an introductory or required course on the basis of these examinations, but will not award credits toward a degree for this, so you would still have to take the same number of courses. Colleges may also have rules about the number of credits by examination which they will accept. Before you take these examinations, you should be sure that the college you want to attend will accept them. You should also be sure that you take standardized examinations only when they are really appropriate ways to measure what you have learned from your experience. Most such tests have descriptive booklets with sample questions which can help you to decide if the examination covers the kinds of things you have learned.

The other type of examination which may be used to help the college assess what you have learned is that developed by the college itself. Some colleges have developed or are willing to develop their own special examinations to assess what students like yourself have learned from their experiences; other colleges use the same examination that students usually take at the end of a course.

Sometimes colleges, even though they do not usually award credit for learning from prior experience, will allow students to "challenge" a course. When you ask to challenge a course, you are saying to the college that you think you already know the things being taught in that course. Sometimes colleges ask students who challenge a course to take a "challenge examination"; this may be

the final examination for the course or some other written test. The examination given by a college may be an oral examination or a demonstration rather than a written test. Oral examinations involve your talking with one or more faculty members and answering their questions about what you have done and learned. Demonstrations involve your showing others what you can do; for example, you might be given some financial information and asked to draw up a budget.

Colleges may sometimes allow you credit for a course which you have challenged if you take and can successfully pass a more advanced course in the same subject. For example, if you have learned some Spanish in your volunteer work in a Mexican-American neighborhood, you might want to challenge the Introductory Spanish course at your college. The college might then agree to give you credit for Introductory Spanish if you take Intermediate Spanish, for credit also, and pass it satisfactorily. At other times, a college may ask you to meet with the professor who teaches the course you are challenging and let her/him decide how to assess what you have learned and whether or not you should receive credit for the course. Whenever you are asked to meet with a faculty member to talk about what you have learned from your experience, you should think about the best way to present what you have learned. The two documentation approaches discussed below will help you do this.

Evidence from Others. There are three kinds of evidence from others which you may use to document what you have learned: (1) descriptions of the instruction or training which you received, (2) descriptions of your volunteer job, and (3) evaluations of the work which you did.

Colleges are just beginning to recognize that volunteer jobs, like paid jobs, often involve a considerable amount of training and formal instruction. There are two offices now working to evaluate the training and instructional programs offered by business, industry and volunteer groups: (1) the University of the State of New York's Office of Noncollegiate Sponsored Instruction; and (2) the American Council on Education's Office on Educational Credit. Each of these offices visits training programs and, after observation and careful study of their content, prepares a recommendation about the equivalency of the volunteer training program to college course credit. Volunteer training programs for the Literacy Volunteers of America, the New York Botanical Garden, and the Boy Scouts of America are among those which have already been evaluated by these offices.

If you hope to receive college credit for what you have learned in the training programs for your volunteer work, it is important for you to have a careful description of this training. This description should include a summary of what you were taught, by whom, the number of hours or days of instruction, and the instructional materials (books, films, etc.) used. If possible, include in the material you prepare for a college a copy (not the original) of any certificate or letter which confirms that you completed this training satisfactorily. If the training program is one that is given regularly by a nationwide volunteer organization, you may want to write to the national office to see if they have prepared such a description of their training programs to help women like yourself or if they have had their training program evaluated by either of the two offices mentioned above. If the training program is one given

regularly by a local volunteer group, they may be willing to help you and other women who are interested in obtaining college credit for volunteer work competencies in preparing a program description.

A second kind of evidence from others is job descriptions. Descriptions of volunteer jobs should indicate in detail the kinds of tasks which you have done, the amount of supervision which you received, and the amount of responsibility which you had. (In business such descriptions often include the number of people supervised and/or the size of the budget for which an individual is responsible.) If you are seeking credit for homemaking activities or if the volunteer organizations in which you work do not have job descriptions, you may be able to prepare a job description yourself.

The third way to document your experience with evidence from others, is to obtain a report or evaluation of the work which you did. Such reports are usually obtained from the person(s) who supervised your work. However, for some kinds of jobs, evaluations from co-workers or clients could be appropriate. When you get such a report, whether from a supervisor or someone else, it should include a description of the nature of the work you did; the particular duties you performed; the amount of time you spent doing this; and an evaluation of the quality of your work. The name, address and job title of the supervisor or evaluator should be indicated. Some volunteer agencies keep records of this kind of information and can help you with this. If you are asking someone to write a report or evaluation for you, it is important that they understand that this report is different from the usual letter of recommendation; this report should stress what you learned as a result of doing this work and the competencies which you gained.

Homemakers may also find that they can use evidence from others to document their competencies. If, for example, you have been working closely with your family doctor to understand the problems which your handicapped child faces and to learn how to deal with these, the doctor may be able to write a description of what you have read about the problems of the handicapped and the techniques which he has taught you, or which you have discovered, that can be used with handicapped children.

Colleges may use evidence from others in two ways: (1) to verify or check that what you have said is accurate; or (2) to validate your experience. Typically, a less detailed verification report is asked for when the college assesses your learning from the experience in some other way (by examination, writing a paper, etc.). When the college says that they will use the description to validate your experience, they will want a really detailed report from someone about what you did and what you learned; this report will substitute for any other kind of assessment. Do not ask to have reports prepared by others until you are sure that your college will use them and until you know exactly how the college wants to have this information described and sent to them.

The problems involved in getting evidence from others are chiefly related to the lack of records and other information about volunteer work and training volunteer groups. There is a companion to this workbook designed to help volunteer organizations and agencies understand more about the problems involved in assessing volunteer experience for college credit and what they can do to help women like you. You may want to tell the volunteer groups you work with

about this workbook. It is called Volunteer Work and College Credit. It can be ordered from Educational Testing Service, Princeton, New Jersey 08541 and costs $3.00.

Your Own Evidence. If the work which you have done as a volunteer did not involve taking training courses or being supervised by others, or if you are seeking college credits for your homemaking experience, you may find that the best evidence to document your competencies is what you, yourself, can prepare for the college. Some of the common ways in which this kind of evidence is presented are: (1) portfolios; (2) written descriptions; (3) checklists; and (4) work samples.

The portfolio is probably the method most frequently used by colleges to assess prior learning experiences. Many colleges which use this approach offer special workshops to help students learn how to prepare portfolios. A tool which can help you, if your college asks you to prepare a portfolio about your experience, is Assessing Prior Learning: A CAEL Student Guide by Aubrey Forrest. It is published by CAEL (Council for the Advancement of Experiential Learning), American City Building, Columbia, Maryland 21044 and costs $3.00. As this book indicates, portfolios are intended to "facilitate and support a request for credit or recognition for prior learning." A typical portfolio might include: (1) a table of contents; (2) your autobiography; (3) descriptions of learning; (4) specific requests for credit or recognition of learning; and (5) an appendix. Usually, such a portfolio will stress the descriptions of learning section; actual documentation, such as work samples, is included in the appendix.

Some colleges will not want you to prepare a formal portfolio but will, instead, ask you to write a description of what you have done and the things that you have learned from this experience. Sometimes, if the college is trying to relate different kinds of experiences which you have had to several courses or fields of study, it may be necessary for you to write more than one such descriptive paper. For example, if you are seeking college credit in child growth and development on the basis of what you have learned as a mother and also seeking credit in the management of human resources on the basis of what you have learned as the president of a volunteer group, you would probably be asked to write separate descriptions for these two topics.

Occasionally, colleges which do not typically grant credit for experiential learning may do so if you ask a faculty member if you can prepare a paper on your volunteer or homemaking experience as part of a program of "independent study." Independent study usually involves a student and a professor agreeing together about what kind of work the student will do and how much credit will be granted. Often such courses involve students reading and/or working on their own (or independently) and meeting only occasionally with the professor; frequently the student is asked to write one or more papers describing what s/he has learned from the reading and/or work. Do not hesitate to talk about your volunteer and homemaking experience with the professor in any college course which you take. Most professors will be interested in how your experience relates to their course or field of study; such conversations may help to open up an opportunity for you to do an independent study paper about your experience.

Some colleges which regularly assess experiential learning may ask you to read through checklists of things related to specific fields of study and

to indicate those topics which are most relevant to your own experience. The college then uses these checklists to focus the content of other assessment--whether by the use of examinations, portfolios, or other techniques. Checklists also help colleges compare students who have had similar experience or who feel they have learned similar things from different kinds of experience.

Still another way of providing evidence to a college to document your competencies is by having samples of your work. If your work involved written reports, articles, diaries, work logs, or other similar records, these can be used as evidence to support your statements about what you have learned. If you have made clothes, painted pictures, designed or decorated a home, or done other things where you can show work samples, the college may ask to see one or more products which are examples of what you have done. Sometimes work samples involve doing what you have learned. For example, you might be asked to demonstrate what you have learned about teaching or working with children, in cooking, or in counseling adults by actually teaching, or cooking, or counseling.

Remember, you should not begin to prepare a portfolio or any other kind of evidence until you know exactly what kind of information your college will want.

When you use examinations to help document what you have learned, it is your responsibility to select those tests which are appropriate to your experience. When documentation involves assessment by the college itself, with the help of evidence which you or others provide, the college should try to get as clear an understanding as possible about what you have learned so that

they can relate this learning to their instructional program and so that they can assess it properly. Some of the ways in which colleges may assess your learning are described in the next chapter.

What kind of information about your volunteer work and homemaking experiences will colleges want to have? They want to know what you have learned from these experiences. Be sure when you talk with people at a college or when you prepare a written description of your experience, that you stress what you have learned from doing these things.

Chapter 3

HOW COLLEGES MAY USE THE INFORMATION YOU PROVIDE

Colleges ask for the kinds of information described in the preceding chapter for two reasons: (1) to verify that you really have done the things which you say you have done; and (2) to assess what you learned from these experiences. In verifying and assessing your experience, the college is trying to decide if you have had the kind of learning experience for which they award college credit and, if so, how much and what kind of credit should it be.

Verification

Verification is usually done by the college counselor who works with you. It is usually a quick and informal process. If you have written records or certificates from your volunteer jobs, these will usually be accepted as proof of what you have done. If you do not have written records, your counselor would probably want to write or phone some of the volunteer organizations where you have worked to verify your experience.

Assessment

Every college has its own way of assessing experience. The counselor who works with you will tell you what your college expects. The information which the college asks for, like the portfolios, descriptions, and examinations described in the preceding chapter, will be used to assess your experience.

Before a college can assess life experiences, it must first decide what kind of learning has taken place. It is necessary to identify the kind or content of the learning in order to choose the best way of assessing or evaluating it; identifying the kind of learning which has occurred also helps colleges to select the people best able to assess the experience.

One of the first choices you and the college counselor must make is to decide what method should be used to assess the experiences which you have had. If the kind of experience is one which is closely related to what is taught in college courses, formal assessment methods may be selected.

Formal assessment involves the use of tests or examinations. This may be a test, like the College Level Examination Program (CLEP) or some of the other examinations described in the preceding chapter, which are given in many different colleges. The college may also decide to use a test or examination which has been designed for the licensing or certification of people for certain jobs. For example, if you have experience in caring for preschool age children and can pass an examination which is used for the licensing of workers in child care centers, many colleges would consider this the equivalent of passing the courses which are normally offered to prepare people for this licensing examination. Similarly, if you are able to pass the licensing examination to be a practical nurse, colleges may accept this test as evidence that your experience is equivalent to the courses they offer to train practical nurses.

Another kind of formal assessment occurs when the college uses its own examinations to evaluate your experience. These may be the same tests or examinations which are used in the regular college courses. Or they may have been especially developed, by faculty members and other people who are expert in the area, for use in assessing certain types of experiential learning.

Remember when we talk about tests, that there are many different kinds. Many people are familiar with the multiple-choice paper-and-pencil tests and with the essay examinations that are often given in schools. However, colleges may also use performance examinations. In these tests, the student is asked

to do something rather than to write about it or to answer written questions. For example, you might be asked to demonstrate certain cooking skills in order to obtain credit in home economics. Sometimes a performance test may involve the college having people observe you while you are at work. A kind of assessment related to performance tests is called a simulation. In a simulation you are also asked to do something but in a situation that has been made-up to help people evaluate your performance rather than in the actual circumstances where the task is usually done. For example, if you have learned about counseling from working in a crisis intervention center, the college might decide to assess your knowledge of counseling techniques by having different people pretend, or simulate, that they were coming to the center to get help from you for various kinds of problems; you would be asked to work with them and counsel them just as you would for real clients at the center. In using either performance tests or simulations, the college may ask two or three people to watch your work. These people will usually have some kind of checklist or rating scale on which they can indicate what things they saw you do and, also, how well you did them. These ratings help the college to reach a final decision on the quality of your performance.

Informal review methods also often use faculty members or other individuals who are expert in a given field as evaluators and assessors of what you have done. This method differs from formal review in that the result is usually a decision to award or not to award credit rather than assigning you a test score or rating. Two techniques which are frequently used in the informal review of experiential learning are the interview and the portfolio evaluation.

If you were asking Minnesota Metropolitan State College for assessment of your volunteer leadership experience, your interview might include some of the following questions:

1. What long-range and short-term goals form the basis of the principal organization which you have served in a leadership capacity? To what extent were you a determining factor in establishing or re-directing those goals?
2. In light of these long-range and short-term goals, what action priorities have been established? What has been your role in establishing these priorities? What factors do you see as the primary determinants of appropriate priorities for directing the work of a volunteer organization?
3. Is there ever a reason for disbanding or substantially altering the objectives and functions of an organization such as this? If so, under what circumstances? To what extent have you been involved in such a procedure, and how would you evaluate the success of the changes?
4. In what ways are the goals and specific priorities of this organization similar to, or different from, those of other types of organizations of which you have been a member, or which you have served in a leadership capacity? (This may include other volunteer organizations or those supported with a different financial and membership base.)

Don't worry if these particular questions are hard for you to answer. Remember that the questions which you will be asked will probably be different so that they will fit your own experience.

If you were asking this same college to assess your homemaking experience, you might be asked questions like these:

1. In your household who pays the bills, and on what schedule are these payments made? How were these determinations made and why?
2. What procedures did you and other members of your family, if any, use in establishing your budget? Without specifying amounts, generally describe proportions used for various components of the budget. How would you evaluate the effectiveness of the budget plan which you are now using?
3. If you do not use a formal budget in operating your home, what form of financial management do you use? How would you evaluate its effectiveness?
4. What procedures do you use to determine when to buy a new household item. such as an appliance or a piece of furniture? Why do you use that procedure?
5. What methods do you use to determine which products are of appropriately high quality? Explain your criteria for judging both quality products and places from which to buy those items.
6. Have any changes in your financial situation or life style necessitated changes in buying patterns? Explain those and evaluate their effects on your decisions regarding when and what to buy.
7. To what extent have you or your family placed money in some type of savings or investment program? Without specifying amounts or programs, explain your reasons for choosing those programs.

In what ways were your choices related to factors such as number and age of children, your own or your spouse's age, future plans, etc.?

8. In selecting the savings or investment program, how much information were you able to gather regarding those programs, and what procedures did you use in obtaining necessary information?
9. What strengths and weaknesses do you see in your own skills in financial management? Are there additional areas of study or skill development which you feel would enhance your effectiveness in this area? Have you undertaken any additional study in this area?

When a college reviews your portfolio or other materials which you have prepared for them, they will ask the faculty members or other experts who have been asked to be a part of the assessment team to look at and read about what you have done. Then they will meet together to make a decision about awarding credit.

When a college decides to assess life experience for the awarding of credit, it must set standards against which these experiences can be evaluated. The purpose of the assessment process is to provide the college with the kind of information it needs to determine if the competencies which a student has acquired from her experiences meet the standards which the college has set for the awarding of credit. Colleges go about setting these standards in different ways. However, most colleges rely on the opinion of faculty members or of other people who are expert in an area. In informal review, they ask these people to compare what you present as evidence of your competency

against the standards which they feel represent an acceptable amount and level of learning to receive credit. The experience which these faculty members and other experts have had with other learners help them to set the standards for assessment and the awarding of credit. Or these people may compare the competencies which you have acquired from your volunteer or home-making experience with those competencies which they expect their students to achieve from certain courses or field work experiences. When colleges use formal assessment procedures, they may compare your test score or performance with that of students who have taken certain courses.

Types of Credit

Once the college has assessed your competencies and decided that they meet its standards, it must then decide on the amount and type of credit which it will award you. Colleges differ greatly in how they handle the awarding of credit for experiential learning. You should find out from your counselor or advisor what the rules and policies are for your college. Most colleges have some limit on the number of credits which they will award for experiential learning. Most colleges will require that you take some regular college courses in order to complete the work for a degree.

The college may decide to award you credit to meet certain institutional or competency requirements. For example, your experience in writing newspaper articles about your volunteer organization may be assessed as having taught you competencies equivalent to what the college teaches in its required English Composition course or in giving you the same communication competencies which the college requires every student to demonstrate in some way. The college might decide, instead, that this competency was equivalent to a certain number of credits in English but not exactly the same as any course, or it

might decide to indicate these credits as being the same as having taken certain English courses. It might decide that this competency would mean that you did not have to take English Composition but not award you any credits. Or you might be able to take an advanced level course in writing without having to take the introductory course.

If your experience is not closely related to certain courses, the college may decide to indicate that you have been awarded a certain number of credits from this kind of assessment but it will not indicate these credits as being for English or psychology or some other specific area of study.

As we mentioned earlier, sometimes the college may award you credit for certain experiences as independent study credits, only after you have taken an introductory level course and passed it satisfactorily.

Before you make a final decision about entering a college, you should find out exactly what its policy is about awarding credit for experiential learning. Ask if the college has a limit on the number of credits which can be received, how these credits will affect the courses which you are required to take, and the comparative cost (both in terms of money and time) of receiving credits from courses and from the assessment of your competencies.

How do colleges use the information you give them about your volunteer work and homemaking experience? They use it to assess what you have learned. From this assessment they can decide on the kind and amount of college credit which you should receive for this experiential learning.

Chapter 4

COSTS, BENEFITS AND POSSIBLE PROBLEMS

The reason that many students are interested in college programs which award credit for experiential learning is that they believe these programs will allow them to obtain a college degree at less expense and more rapidly than by taking a traditional college program. Many students also believe that by attending a college which accredits experiential learning they will not have to waste time taking courses which duplicate what they have already learned. However, because each college sets its own policies about the awarding of credit, these beliefs may not always be true. You need to find out the policies of the colleges which you are thinking of attending in order to determine if the program offered will really meet your needs while saving you time and money. Think of this in terms of costs, benefits, and tradeoffs. You are spending time and money now for future gains. If you have college experience you will probably have more options and opportunities open to you.

Costs of Attending College

The first cost which most people think of in connection with attending college is the cost of paying tuition for taking courses. Tuition varies a great deal from one college to another. In general you will find that the tuition costs for you will be lower at public colleges than at private colleges. However, because of the great variation from one college to another, you should ask what the tuition charges are for each college you are thinking about attending. Many colleges, but not all, adjust their tuition charges if a student is taking only one or two courses (attending part-time) rather than taking the number of courses which the college considers to be the number of courses a

"full-time" student will usually take. Sometimes it is possible to take more courses than the number which is usual for a "full-time" student without having to pay a higher cost. It is important for you to study the costs of each college carefully in order to compare the total price for completing the program. If the tuition cost is "per credit," multiply the cost per credit times the number of credits that will be required of you to graduate. If the tuition cost is "per course," multiply the cost per course times the number of courses you will need to graduate. In addition to looking at the tuition charge, you should see if there are additional special fees and charges. You should also see how many courses you are able to take for the tuition and fee charged and how this number of courses relates to that required to complete the program. Sometimes the cost per course at a college looks low until you realize that the college requires an unusually large number of courses for the completion of a degree.

Most colleges which award credit for experiential learning charge some sort of fee to a student for evaluation and assessment. This fee is usually used to pay for the cost of having a counselor work with the student in preparing information about the learning experience and for the time spent by the faculty members who assess the materials presented. Sometimes, but not always, the costs of tests involved is included in the fee. You should also ask if the college has a required course for students preparing portfolios for evaluation and if there is an additional charge for this course. It is important for you to find out what charges a college has for the assessment of experiential learning. Be sure to think about this assessment charge in relation to the number of credits which you may receive.

For example, if a college requires you to take and pay for a course which will help you learn how to develop a portfolio of materials so that your experiential learning can be evaluated, but you have only the experience relevant to one course, it would be just as costly, in terms of your money and time, to have your experiential learning evaluated as it would be to take the traditional college course. In general, the more different experiences which you have had which can be evaluated for possible credit, the more likely it will be that attending a college which awards such credit will result in a savings of money and time for you. This is why experiential learning programs tend to be more appropriate for mature adults than for adolescent students who have had more limited experiences.

You should check, too, to find out what kind of financial aid (scholarship, loan, or other kinds of help) each college has. Some colleges will give financial aid only to full-time students; others will give aid to part-time students as well as full-time students. You may find that some colleges with high costs are able to give you more financial aid than some lower-cost colleges. Few colleges provide special kinds of financial aid to help students meet the costs of assessing experiential learning.

There are still other, more hidden, costs in attending college. These include the cost of travel to and from the college, the cost of textbooks, and other study materials and the cost of meals away from home. Depending on your family situation, you may also have to include the cost of child care and/or other household help in determining your college costs. If you have children and do not live too far from the college, it may be possible for you to use the child care facilities on the campus. Not all colleges, however, provide child care facilities and the time when your classes are held or the distance which you

must travel could make the use of such facilities impractical for you even if they are available.

Still another hidden cost is the effect of attending college on your opportunity to do paid work. If you are doing paid work outside your home now, you may find that your college classes conflict with your hours of work or limit your opportunities to work overtime. You may also find that the combined pressures of your college courses and your family responsibilities will make it necessary for you to work less than full-time. If you are working and plan to attend college, be sure to check with your employer to see if the company will provide money to meet some of your college expenses or will allow you to have time off to attend classes. Many companies pay college tuition for work-related courses taken by their workers. Check, too, to see if the colleges which you are interested in will award credit for the job-training courses which many companies give.

A less obvious kind of cost of attending college is the expenditure of time. As mentioned above, the time you spend in the college classroom cannot also be spent in paid or volunteer work or in caring for your family. But the time in the classroom is not the only time which attending college requires. You must also remember the time necessary for studying and the time involved, as well as the cost, for traveling to and from the college campus. A slightly less expensive college program which requires you to travel a long distance and spend a considerable amount of time away from home could be, in reality, more costly to you than a more expensive college which is conveniently located.

Benefits of Seeking College Credit for Your Competencies

As we said earlier, college programs which award credit for experiential learning are popular because they often allow the student to complete college

at a lower cost and/or more rapidly than do traditional programs. Even when this is not the case, the individual who receives credit for prior learning is able to have more flexibility in her college program; she may take more advanced courses rather than spending time covering material she already knows or she may be able to take more electives because she has received credit for required courses.

There is still another, less obvious, benefit to you in reviewing for possible college credit the competencies which you have acquired from your volunteer work and homemaking experience. That is the opportunity which this review gives you to evaluate these experiences and your own capabilities. Too often, people do not value the kinds of work, like homemaking and volunteer jobs, which are done without a salary. One thing we hope that you will learn by reviewing what you have done and by identifying the competencies which you have acquired is that you have grown intellectually and learned from these experiences.

Attending college will open up many new interests and opportunities for you. You will meet new people, learn new things, and acquire new skills. The costs, in terms of time and money spent now, can be balanced against the future advantages which this experience will give you.

Possible Problems Which You May Meet

The first problem which you are likely to encounter is that not all colleges will give you credit for your prior learning experiences. Sometimes this is because the college feels that it is too difficult to evaluate and assess learning which has taken place off its campus and away from faculty supervision. Other colleges have decided not to give credit for prior learning because, by doing so, they forego receiving tuition money. Sometimes state rules are such that colleges receive state funds on the basis of the number of students attending class; such

states have few public colleges giving credit for experiential learning.

Even when you have located a college which accredits prior learning and which has the program you want, you may still face a problem. Not every department or program in a college may be equally willing to assess your experience for possible credit. Usually, the more closely related your experience is to the content of the college course, the easier it will be to get credit for your experience. In general, but by no means always, the more applied learning types of college programs (such as business) are more likely to award credit for prior experiential learning than are more theoretical programs (like philosophy).

Probably one of the most frustrating problems which you can encounter with experiential learning credits is to discover that, if you transfer to a new college, these credits may not be accepted in the same way as are credits from traditional courses. If you expect that you may be transferring, say from a junior or community college to a four-year college, try to find out what kinds of credit the four-year colleges you might transfer to will and will not accept.

As we have commented earlier, even when colleges do award credit for prior learning experiences, many colleges have only given this kind of credit for paid work. Colleges may be less willing to give credit for volunteer work or homemaking experiences either because they feel that only paid work is "meaningful," because they feel that volunteer work and homemaking are not "real" work and therefore do not provide the same kind of opportunity to learn, or because they feel that the kinds of things which one learns from volunteer work and homemaking are not relevant to what is taught in colleges. We disagree with all of these. We feel that the nature of the work done and the quality of the experience, not the salary paid, is what is important. We feel that most people are as committed and dedicated

to meaningful volunteer work and to homemaking as they are to paid work. And we believe that volunteer and homemaking experiences not only offer as much of an opportunity to learn as paid work but may offer an especially rich opportunity to develop interpersonal and other skills which are independent of any of the financial incentives found in paid work.

SECTION II

WORKBOOK

Chapter 1

COLLEGE PROGRAMS FOR DIFFERENT LIFE GOALS

When you are making a decision about selecting a college or about selecting a program of courses in a college, it is important for you to think about the reasons why you want further education. Some people go to college because they feel that it will help them get a better job or because the kind of job they want requires college training. Others go to college to explore various life choice possibilities, or to learn more about a subject which has become of interest to them. Many people attend college for still other reasons or for a combination of several of these reasons.

1. What would you like to be doing:

   a. five years from now? _____

_____

_____

   b. ten years from now? _____

_____

_____

2. What things do you need to learn or be able to do, in addition to your present skills and knowledge, in order to reach these goals? _____

_____

_____

3. Which of these things can you learn at college or from other kinds of formal training? _____

_____

_____

If you are interested in attending college in order to get a particular job or to get a better job, it is important for you to find out first if the job really does require college training and, if so, exactly what kind of college course or program is necessary. You will probably want to talk with employers or career counselors to find out more about job requirements before you decide whether attending college will help you obtain the job you want. Career counselors can also help you in finding out about the kinds of jobs which you might get using the skills, competencies, and education which you already have.

Where can you go for help?

There are several places where you may be able to receive career counseling. First check what resources are available in your own community. If you are not sure how to start, ask the high school guidance counselor or a librarian to help you locate counseling resources. Women's centers often have counselors available or can direct you to such help. An organization called Catalyst has a program to help women who wish to return to work. They have developed a network of centers which provide career and/or educational counseling for women. In Appendix B of this workbook there is a list of the members of Catalyst Network. Another group, called the National Center for Educational Brokering, is trying to help adult students "find their way into and through the experience of postsecondary education." A directory of these brokering programs is included in Appendix C.

Does your community or a nearby one have a counseling center or educational broker which can help you?

Yes _____ No _____

Its name, address and phone number:_____

_____

_____

4. Who are some of the people who can help you find out more about job requirements, if this is your interest?

	Name	Address	Phone
Counselors:			
Possible employers:			
Women now holding such jobs:			

When you talk with a career counselor or prospective employer, be sure to mention the skills which you have developed from your volunteer work and homemaking experience. Did you know that the U.S. Civil Service Commission, as well as several states, recognizes volunteer work experience and evaluates applicants on the basis of relevant skills?

There are several groups and programs which can help you relate your experience to careers. Some of these include:

Catalyst
14 East 60th Street
New York City, New York 10022

Northeastern University
Women's Career Project
360 Huntington Avenue
Boston, Massachusetts 02115

Options for Women, Inc.
8419 Germantown Avenue
Philadelphia, Pennsylvania 19118

Wider Opportunities for Women
1649 K Street, NW
Washington, D.C. 20006

Catalyst publishes workbooks which describe various careers. The other three programs help women to make the transition from homemaker and volunteer to paid employment. Is there a similar program in your area?

Yes _____ No _____

Its name and address: _____

_____

_____

You may find that you can get the kind of job you want by taking a few specific courses rather than by completing an entire college degree program. When you meet with the college counselor to talk about entering college, you will have to decide whether you should be taking courses which give degree credit or whether noncredit courses will meet your needs. You will also need to decide if you should enter a college program which leads to a degree or certificate or if you need to take only those courses directly related to your goals.

If you are interested in attending college primarily to explore various life choice possibilities or to learn more about something which interests you, you will also need to talk with the college counselor about the kind of courses or programs which will best meet your needs.

Chapter 2

DECIDING ON YOUR COLLEGE PROGRAM

Before you select a college, you should think about the kind of college program that will meet your needs.

If you are interested in taking college courses which will lead to a certificate or a degree, then you must take credit courses. However, if you want to learn more about a given topic or to explore various career possibilities, noncredit courses may meet your needs. Credit courses are entered on the college's record of your work. If you want a copy of this record, you should ask for a transcript. A sample of a letter requesting an academic transcript is given on the next page. The transcript usually gives the name of the courses which you have taken, the number of credits which the college assigns to that course, and the grade which you received (if grades are given). A transcript will help you if you move from one college to another; it will also give you a record of your college work to show to an employer. Noncredit courses are not usually recorded by colleges on a transcript. If you are taking noncredit courses, you should keep a careful record of the name of each course, a description of the course, the name of the college and the instructor, and the number of hours of instruction which you received. When you are looking for a job, you may be asked for a description of your education and experience; if so, you should be sure to list any noncredit courses you have taken as well as your credit courses.

SAMPLE LETTER
TO REQUEST COPIES OF ACADEMIC TRANSCRIPTS

Your address
and the date

Registrar
School name
and address

Dear Registrar Representative:

I am applying for fall/winter/spring/summer admission to name(s) of college(s). As part of the application procedures, it is necessary to have forwarded to them by (date) copies of my academic records.

I was a student of _____ from fall 19__ to spring 19__. I graduated/ was due to graduate in June 19__ with a high school diploma/BA/BS/AA degree in (field of study). My records would be listed under the following name _____. My birthdate is _____ and my student number/social security number is _____.

Please let me know immediately if you have trouble locating my transcript.

I am requesting _____copies of my transcript. Please send one to each of the following places:

(have one sent to yourself)

I have enclosed a check for $_____(two dollars per transcript) made payable to you, i.e., Registrar, ___(college name)_____ If the charge for this service is more than two dollars per transcript, please bill me.

Thank you for your assistance.

Sincerely,

(Type name)

1. Think back over your goals and your reasons for attending college. Will credit or noncredit courses be best for you?

Credit _____ Noncredit _____

Why? _____

_____

_____

_____

If either credit or noncredit courses will meet your needs, be sure to compare costs for both types of courses. Noncredit courses are not always cheaper than credit courses.

If either credit or noncredit courses will meet your needs and all other factors are equal (cost, convenient location, etc.), it is probably wiser to take credit courses. This allows you to keep your options open. Then, if your goals change, you will be on the way to the college credits you need for a degree or certificate.

As we mentioned earlier, some college programs lead to a degree while others may not. The most common college degree is called the bachelor's degree. It is usually given for the completion of the four school years full-time work. Junior and community colleges usually award an associate degree upon the completion of the equivalent of two school years of full-time work. If your eventual goal might be a bachelor's degree, be sure that all the junior college credits you take will transfer to the four year college you want to attend. Graduate school study leads to the master's and doctor's degrees. College degrees are required for certain jobs, such as a school teacher or lawyer. Other jobs do not require a college degree. However, there are often college courses which can be useful to you in a job that does not require a degree.

2. Review your goals and reasons for attending college again. Do they require that you obtain a college degree?

Yes _____ No _____

Why? _____

_____

_____

_____

3. If your goals require a college degree, what kind of degree is needed?

_____ Associate degree

_____ Bachelor's degree

_____ Master's or Doctor's degree

_____ Other (What? _____)

Next you need to decide whether you should attend college full time or part time. In many colleges, full-time attendance means that you will take four or five courses each term (quarter or semester). Many courses meet for about one hour two or three times during a week. Others may meet for two or more hours but only once a week. Thus, if you attend college full time, you might expect to be in classes from eight to fifteen hours each week. In addition, you may need to spend more time at the college to do work in the library, in a laboratory, or other things related to your course work. Of course, you will have reading and other homework to do for each course you take. You should plan on spending one to two hours doing reading and other homework for each hour of class work. Part-time work means that you take fewer courses than a full-time student. Don't forget to figure on some time, too, for getting to and from the college.

In deciding whether to attend college full time or part time, you need to think about your other responsibilities. You need to think about the time you

need to do things at home, for your family, and to do your paid and/or volunteer work.

4. About how many hours each week do you now spend doing things in your home and/or for your family? _____

a. Can you spend fewer hours on these if you attend college?

Yes _____ No _____

b. What are some of the ways that you could reduce or change the amount of time you now spend on homemaking and family responsibilities?

- Do some things less frequently. _____
- Change the days or time of day when certain kinds of work are done. _____
- Find someone else (husband, child, parent, relative, neighbor, friend) to help you do these things. _____
- Find a person or service whom you can hire to do these things. _____
- Other. _____

_____

_____

_____

5. About how many hours a week do you now spend on paid and/or volunteer work? _____

a. Can you spend fewer hours on these if you attend college?

Yes _____ No _____

b. What are some of the ways that you could reduce or change the amount of time you now spend on paid and/or volunteer work?

- Work fewer hours. _____
- Work different hours or shift. _____

- Ask employer or volunteer agency for time off to attend college classes. _____
- Other. _____

_____

_____

_____

c. If you work fewer hours, will you be able to pay college costs and meet your other financial responsibilities? Yes _____ No _____

Now, go back over your responses to this section. Do you think you should plan to attend college full time or part time?

Full time _____ Part time _____

Why? _____

_____

_____

_____

If you are in doubt about which to do, it is probably better to start by attending college part time. You can then get a better idea of how much time the college work will take and decide if, in the future, you can manage a full-time program.

If, however, you are going to need a scholarship or other financial aid in order to attend college, you should check very carefully as to whether or not full-time attendance is required for such aid. Some colleges and scholarship programs will not aid students who are taking part-time work.

Chapter 3

FINDING OUT ABOUT COLLEGES

The next step is for you to find out about colleges which you might attend. If you have already talked with a counselor, you may have been given the names of some colleges in your area which will meet your needs. If you have not talked with a counselor, you now need to learn how to get information about colleges. As mentioned earlier, there is a directory of educational brokering services in Appendix C. These services try to help adult students find out the right college and program for them. If there is no educational brokering service near you, write to the National Center for Educational Brokering, 405 Oak Street, Syracuse, New York 13203. Other sources of information about colleges are the counseling centers and women's centers which are members of the Catalyst network.

Your local telephone directory should have a list of the colleges in your area.

If you go to your public library they will probably have books and other information about colleges and how to select a college. Find out, too, if the library has copies of college catalogues which you can use.

You might also try to make an appointment to talk to the guidance counselor at a high school near you. The counselor can give you some information about colleges and can tell you how to go about selecting a college.

You will probably want to collect information about three groups of colleges: (1) colleges in your area; (2) colleges which offer an external degree, that is, colleges which do not require on-campus class attendance; and (3) colleges which offer special degree programs for adult students.

As you learn more about each college, you should try to obtain information that will help you decide which college is best for you. Many catalogues have

a list of the people who can give you certain kinds of information. If you do not know who to contact at a college, call the admission office and ask to talk with someone who can answer your questions. This may be an admission office staff member, a counselor who works with adult students, or a counselor who works with women students. Some colleges have special offices to deal with "returning" or "resumed education" students. Don't hesitate, if the person you are talking with cannot answer your questions, to ask them to give you the name of someone at that college who can give you the information you need.

The first thing you need to find out is whether or not the college has the kind of program you are interested in taking. Most college catalogues list the the courses that are given by the college. Descriptions of colleges usually tell the areas in which degrees are offered.

1. What kind of courses or degree program do you want to take?

_____

_____

2. List below the names of some colleges that you have learned about which give these courses.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Next you need to see if the colleges which have the courses you want will meet your other needs. For example:

- Does the college allow students to attend either part time or full time?
- Does the college require students to be enrolled in a program which leads to a degree?
- Does the college provide special services for women or mature students, such as special counseling or child care facilities?

This information usually can be found in the college catalogue.

3. List below the names of the colleges which both meet your needs and have the courses you want to take.

_____

_____

_____

_____

Not every college is interested in giving credit for your past learning. If this is important to you, you should, when you write to or telephone colleges on your list, ask if the college awards credit for experiential or nontraditional learning. If the first people you talk with don't know the answers, ask them to tell you who would know and then contact that person. To help you locate such colleges, a list of colleges which belong to the Council for the Advancement of Experiential Learning (CAEL) Assembly is given in Appendix D. However, not all of these colleges may credit experience from volunteer work and homemaking activities. Also, there may be other colleges in your area which provide credit for experiential learning but which are not a part of the CAEL group.

4. What colleges on the list you have prepared (those that meet your needs and have the courses you want) also give credit for experiential learning?

_____

_____

_____

_____

Another kind of college which may provide you with credit for your experience are colleges which offer external degrees. Statewide programs for external degrees now exist in many states. These programs do not usually involve regularly scheduled classes but, instead, have students working closely with a faculty member who evaluates what the student has learned from past experiences and helps the student with new learning activities. Some of these external degree programs are called Universities Without Walls, Open Universities, or by other special names. Because external degree programs do not require that you regularly attend classes on campus, but instead try to arrange for a faculty member in your area to work with you, you may find that an external degree program at a college many miles from your home is more convenient than attending a nearby college.

5. Is there a statewide external degree program in your state?

Yes _____ No _____

6. What external degree programs offer the courses you want and meet your other needs?

_____

_____

_____

_____

Colleges also offer other special programs geared to meet the needs of adult students. Some of these involve having courses scheduled on weekends or in the evening. Some involve instruction by television. Some involve having the student spend a week on campus at the beginning and end of each semester or quarter but working at home independently the rest of the time. Still others involve correspondence courses.

7. What are the names of some colleges with special programs for adult students?

_____

_____

_____

_____

8. Do any of these offer the courses you want and meet your other needs?

Yes _____ No _____

Which ones? _____

_____

_____

_____

Chapter 4

THE ADMISSION INTERVIEW

Now you are ready to select one or two colleges from those which you identified in the last chapter of this workbook and to request an admission interview.

You should ask for an appointment with the person in the admission office who is the counselor for adult students or for programs for mature women who are entering or re-entering college. If you are going to be asking questions about college credit for your prior learning experiences (volunteer work and/or homemaking), be sure to tell this to the person who is setting up the appointment for you. You may be able to get this information from the admission counselor or you may need to talk with a special counselor who handles experiential learning programs.

You should be ready to tell the counselor(s) about your goals and about your educational background. You should be ready to ask about the admission process; the courses available to you; the required courses which the college has; the availability of credit for experiential learning; and costs. Remember that you are shopping for the best college program for you. Check what is available as carefully as you would shop for any other major purchase. If the first college you talk with does not seem to be able to meet your needs, make appointments at other colleges. Some sample questions are on the next few pages.

Questions for You to Ask

1. What are your admission requirements?

   a. Will I have to complete an application form?

      Yes _____ (Get a copy of it.) No _____

   b. Is there a fee for applying for admission?

      Yes _____ (How much? _____) No _____

   c. What transcripts or other school records are required?

      _____

      _____

      _____

   d. Are entrance examinations required?

      Yes _____What one(s)? _____

      How do I apply to take it? _____

      _____

      How much will it cost? _____

      No _____

   e. Is there an application deadline?

      Yes _____ (When? _____) No _____

   f. Are there any other admission requirements?

      Yes _____ (What? _____

      _____)

      No _____

   g. Do you have materials describing the application process?

      Yes _____(Get one) No _____

2. What are your financial aid policies?

   a. Is aid available to part-time students as well as full-time students?

      Yes _____ No _____

   b. Is financial aid application form required?

      Yes _____ (Get a copy.) No _____

   c. Is there a fee for submitting a financial aid application?

      Yes _____ (How much? _____) No _____

   d. Is there a deadline for submitting a financial aid application?

      Yes _____ (When? _____) No _____

   e. Do you have a student loan program?

      Yes _____ (Get information about it.) No _____

   f. Do you have a work-study program?

      Yes _____ (Get information about it.) No _____

   g. Do you have materials describing your financial aid program and scholarships?

      Yes _____ (Get a copy.) No _____

3. What are course costs and requirements?

   a. How many courses or credits must I take?

      _____

      (Be sure to find out the total number required for graduation or certification and also the number which you will actually have to take.)

   b. What is the cost of a course or credit?

      _____

c. How many courses or credits can be taken in a term (semester, quarter)? _____

d. Will this college accept my transfer credits from another college?

Yes _____ (How many credits can be accepted? _____) No _____

e. Will this college let me get credit by examination?

Yes _____ What examination(s)? _____

_____

_____

What is their cost? _____

How many credits are possible? _____

No _____

f. Does this college give credit for experiential learning?

Yes _____ What is the cost for this? _____

How many credits are possible? _____

No _____

If you are interested in a particular program, curriculum or department, be sure to ask to talk with someone who can tell you about it in detail.

4. What services does this college provide for students like me?

Child care: Yes _____ (Cost _____) No _____

Counseling: Yes _____ (Cost _____) No _____

Employment opportunities: Yes _____ Part-time or full-time _____

On or off campus _____

How much can be earned? _____

Health care: Yes _____ (Cost _____) No _____

Program for Adult Women Students: Yes _____ No _____

Women's Center: Yes _____ No _____

Other: What? _____

_____

_____

Reviewing Your Background. The admission counselor will probably want to know something about your previous education and your learning experiences. The materials below are to help you review what you have done.

1. Previous formal education:

   a. High school

      Where? _____

      Did you graduate? _____

      What year? _____

      If you did not graduate, do you have a high school equivalency certificate? Yes _____ No _____

      What courses did you take in high school? _____

      _____

      _____

      _____

      _____

      Which did you like best? _____

      _____

      _____

      Which did you like least? _____

      _____

      _____

   b. College

      (1) Where? _____

      For how many years? _____

      What courses did you take? _____

      _____

      _____

      _____

Which did you like best? _____

_____

_____

Which did you like least? _____

_____

_____

College

(2) Where? _____

For how many years? _____

What courses did you take? _____

_____

_____

_____

Which did you like best? _____

_____

_____

Which did you like least? _____

_____

_____

College

(3) Where? _____

For how many years? _____

What courses did you take? _____

_____

_____

_____

Which did you like best? _____

_____

_____

Which did you like least? _____

_____

_____

c. Other schools (vocational school, business school, etc.)

What kind of school(s) did you attend? _____

_____

_____

_____

(1) Where? _____

For how long? _____

What courses did you take? _____

_____

_____

_____

Which did you like best? _____

_____

_____

Which did you like least? _____

_____

_____

(2) Where? _____

For how long? _____

What courses did you take? _____

_____

_____

Which did you like best? _____

_____

_____

Which did you like least? _____

_____

_____

2. Nonformal learning experience:

a. What paid jobs have you had?

(1) Job _____

_____

_____

For how long? _____

Did it involve special training programs for you? Yes___ No ___

If yes, what kind of training? _____

_____

_____

Do you have descriptions of the job and recommendations from your employer? Yes _____ No _____

(2) Job _____

_____

_____

For how long? _____

Did it involve special training programs for you? Yes___ No ___

If yes, what kind of training? _____

_____

_____

Do you have descriptions of the job and recommendations from your employer? Yes _____ No _____

(3) Job _____

_____

_____

For how long? _____

Did it involve special training programs for you? Yes___ No ___

If yes, what kind of training? _____

_____

_____

b. What kind(s) of volunteer work have you done?

(1) Volunteer job _____

_____

_____

For how long? _____

Did your volunteer job involve special training programs for you?

Yes _____ No _____

If yes, what kind of training? _____

_____

_____

Do you have descriptions of your volunteer work and recommendations from your supervisor? Yes _____ No _____

(2) Volunteer job _____

_____

_____

For how long? _____

Did your volunteer job involve special training programs for you?

Yes _____ No _____

If yes, what kind of training? _____

_____

_____

Do you have descriptions of your volunteer work and recommendations from your supervisor? Yes _____ No _____

(3) Volunteer job _____

_____

_____

For how long? _____

Did your volunteer job involve special training programs for you?

Yes _____ No _____

If yes, what kind of training? _____

_____

_____

Do you have descriptions of your volunteer work and recommendations from your supervisor? Yes _____ No _____

c. What other learning experiences have you had?

Homemaking: _____

_____

_____

_____

Travel: _____

_____

_____

_____

The two tables which follow are to help you keep a record of what you learn from these admissions interviews. You will want to compare both the costs involved and the time required. While most people will probably wish to select the college that can provide them with the lowest cost relevant program requiring the least time, you may decide that completing a program quickly is more important than cost or that you would prefer a lower cost program that takes longer.

When you have selected the college that seems best for you, the checklist on pages 72 and 73 will help you and your counselor work together to be sure that all information necessary for your admission is on hand.

Comparison of Costs

	College A	College B	College C
a. Cost per course or credit	$_____	$_____	$_____
b. Number of courses or credits I must take	_____	_____	_____
c. Total cost of courses (a x b)	$_____	$_____	$_____
d. Additional costs			
Fees	$_____	$_____	$_____
Charges for assessing experiental learning	$_____	$_____	$_____
Testing charges	$_____	$_____	$_____
Travel	$_____	$_____	$_____
Child care	$_____	$_____	$_____
Other	$_____	$_____	$_____
e. Total expected cost	$_____	$_____	$_____

Comparison of Time Required

	College A	College B	College C
a. Total number of courses or credits which I must take	_____	_____	_____
b. Number of courses or credits which can be taken each quarter, term or semester	_____	_____	_____
c. Total number of quarters, terms or semesters required for completion of program	_____	_____	_____
d. Experiential learning credits possible	_____	_____	_____
e. Equivalency exam credits possible	_____	_____	_____
f. Other credits available	_____	_____	_____
g. Travel time involved	_____	_____	_____

SAMPLE ADMISSION CHECKLIST
TO BE USED BY BOTH STUDENT AND ADVISOR

I. Application Requirements	Requested	Received or Completed
Application for admission/transfer (supply form) If form is not revised to reflect qualifications of mature students, go over potential problem areas and suggest methods for more appropriate student presentation. Determine desired status if necessary for application (degree/nondegree, full-time/part-time).	XXXXX	*
Academic records		
High School (sample letter)		**
College or Vocational (sample letter)		**
Other		
SAT, MAT, or other standardized test scores (supply forms and/or addresses)		
Recommendations (number required)		*
If form is inappropriate for mature students suggest use of letters as an alternative.		*
		*
Fee for application	XXXXX	*

II. Financial Aid	Submitted	Response
Application (supply form)		**
Income tax verification		
Student Confidential Statement and/or Financial Aid Form (supply form)		**
Student loan information/work study information		
Scholarship information		

III. Academic Advising	Discussed
Registration procedures Deadlines for paperwork _____ Deadline for receipt of payment _____ Late fee $_____ Deadline with late fee _____	
Degree, nondegree, continuing education, potential transferability of credits	
Determining transferability of credits from prior college work	
Assessing prior learning to coincide with meeting degree requirements	

IV. Student Services Information	Discussed
Academic Advisory Services	_____
Child Care Facilities (on and off campus)	_____
Counseling Services	_____
Employment (part-time, on and off campus)	_____
Health Care	_____
Housing (on and off campus)	_____
Recreational Facilities	_____
Transportation (public and car pooling)	_____

* Required for admission
** Required if applicable

Chapter 5

REVIEWING YOUR EXPERIENCE TO OBTAIN CREDIT FOR PRIOR LEARNING

This chapter of the workbook can only give you an overview of how the process of obtaining credit for your experiential learning may work at the college you are attending. You should find out if the college has a more specific guide or course to help you. If not, you may wish to purchase Assessing Prior Learning - A CAEL Student Guide (order from CAEL, American City Building, Columbia, Maryland 21044 and costs $3.00).

1. Does your college have a handbook for students who are seeking credit for prior experiential learning?

   Yes _____ Is there a cost? _____ If yes, how much? _____

   No _____

2. Does your college have a special course to help students who are seeking credit for prior experiential learning?

   Yes _____ Is there an additional fee? _____ If yes, how much? _____

   No _____

There are several basic steps which are involved in the process of accrediting experiential learning. We shall divide them into two main groups:

1. Initiating the Procedures for Accrediting Prior Learning
   a. Identifying your learning experience.
   b. Identifying the skills and competencies underlying these experiences.
   c. Clustering and labeling related skills and competencies.
   d. Determining ways of documenting your skills and competencies.

2. Assessment

   a. Identifying relevant courses or departments.

   b. Determining the method of assessment.

   c. Forming an evaluation team.

   d. Writing a documentation agreement.

   e. Documentation, measurement, and evaluation.

You will begin by reviewing your experience. The rest of this workbook chapter will help you do this. The following chapters will help you with documentation and with the assessment process.

Reviewing Your Experience. The first step is to make an outline of your homemaking and volunteer experience.

Start by writing down the things that you are doing now; then work backward, making a list using dates. Use extra sheets of paper for the earlier years.

	At Home	Volunteer
Now:		
Last year:		

At Home	Volunteer
Year before last:	
Earlier:	

At Home	Volunteer
Earlier:	

Think about the skills and competencies which you acquired from each of these experiences.

Now turn to the "I Can" lists in Appendix A and read through them. As you do this you may be surprised to realize that you had been thinking about some of your experiences too narrowly. For example, you may have thought of your work editing the PTA newsletter as being related to a youth-serving organization rather than being a way of learning about the field of public relations and communications. Revise your notes on your experience after you have read the "I Can" lists.

A note of caution: The "I Can" lists may make you think that someone who has had experience in one or more of the topic areas should have acquired all of the skills described. This is not the case. The "I Can" lists are lists of representative skills and knowledge which people might have gained by doing these jobs. Other skills, too, may have been gained which do not appear on the lists. You may wish to add skills you think are missing.

Now go back over your list to look for patterns in your experience. For example, if you have edited a newsletter for one club and produced a TV program for another, these are both activities related to the field of communications. Similarly, teaching children for your religious group and training adult volunteers for your hospital both involve instructing others. The example below shows how you can list your activities in topical clusters.

Topical Clusters

Communications	Editing women's group newsletter.
	Producing TV program about clean air.
	Speaking at meetings of environmental groups.
	Speaking at meetings of women's groups.

Now use the space below to develop your own topical clusters.

Now you are ready to make your own "I Can" lists.

Turn to each topic area which is related to your own experience. Make a list, in your own words or using the words in these lists, to describe your own competencies. If, for example, you have worked to raise money for a church, hospital, school, or health care organization, you should tur the "I Can" list of a Fund Raiser co see how many of these skills are things which you have learned. Then you should write down a list of the skills and knowledge which you acquired as a fund raiser, adding to the "I Can" lists as needed.

In my work as a _____, I can:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

In my work as a _____, I can:

In my work as a _____, I can:

In my work as a _____, I can:

In my work as a _____, I can:

In my work as a _____, I can:

Chapter 6

RESOURCES FOR DOCUMENTING YOUR EXPERIENCE

After you have reviewed your experience, read through the "I Can" lists, and developed your own lists of skills and competencies, you need to think about how you might be able to document your experience. If you are going to prepare a portfolio as part of the assessment process, these resources will be especially important. If you and your counselor decide that another type of assessment would be better for you, it may be less important for you to have material to document what you have done and learned.

One way of documenting your experience is to describe any instruction or training which you received. If, for example, in your work as a fund raiser you attended a training program which taught you something about the psychology of fund raising; how to prepare written material for a fund raising campaign; how to research potential givers, etc.; you should write a description of that training. This description should include a summary of what you were taught, by whom, the number of hours or days of instruction, and what instructional materials (books, films, etc.) were used. You may want to contact the volunteer agency to see if they can give you a description of the training program. In talking with volunteer agencies, you should ask if their training program is one of those which has been evaluated by the American Council on Education to determine its equivalency to college courses.

1. Do the volunteer agencies you worked with have descriptions of their training programs?

   Yes _____ (Get copies.) No _____

2. Do you have a certificate or other evidence of your training?

   Yes _____ (Make copies.) No _____

3. Have there been articles in the volunteer agency's newsletters or magazines which describe the training programs you took?

   Yes _____ (Get copies.) No _____

4. Is this training program one which has been evaluated by the American Council on Education for its equivalency to college courses?

   Yes _____ No _____

The following page is a sample form which you might use to prepare a description of your volunteer training.

Documentation of Training

Name of training program: _____

_____

Name and affiliation of instructor(s): _____

_____

_____

_____

Brief description of the program (objectives, outline): _____

_____

_____

_____

_____

_____

_____

Number of hours or days of training received: _____

_____

Instructional materials used (books, films, etc.): _____

_____

_____

_____

Additional information: _____

_____

_____

_____

_____

_____

A second way to document your volunteer experience is to obtain an evaluation report from the volunteer agency or from the person(s) who supervised your work. This report should indicate the nature of the work you did, the amount of time which you spent doing it, and an evaluation of the quality of your work. The name, address and job title of the supervisor should be indicated. Some volunteer agencies keep records of this information and may be able to help you with this. Even if the agency does not have a record of your time and work, they may have other kinds of material (job descriptions, articles about their program, etc.) which you can use.

1. Do the volunteer agencies you worked with have records showing the nature of your work and the amount of time you spent doing it?

   Yes _____ (Get copies.) No _____

2. Did you have a supervisor who evaluated your volunteer work?

   Yes _____ (Contact her/him for copies of the evaluation or a supporting letter.)

   No _____

3. Do you have letters from your volunteer agency, supervisor, co-workers, or clients congratulating you on your work or praising you for your accomplishments as a volunteer?

   Yes _____ (Make copies.) No _____

4. Have you received any awards for your volunteer work?

   Yes _____ (Makes copies of award and/or news articles about it.)

   No _____

5. Do you (or the volunteer agency) have copies of any newspaper or magazine articles that tell about your skills as a homemaker or volunteer?

   Yes _____ (Get or make copies.) No _____

6. Do the volunteer agencies you worked with have job descriptions for the things you did?

   Yes _____ (Get copies.) No _____

7. Do the volunteer agencies have articles about their programs which you could use as documentation resources?

   Yes _____ (Get copies.) No _____

8. Do you or the volunteer agencies have any other materials which could help you document your experiences?

   Yes _____ (What? _____)

   No _____

The next three pages have two samples of how you might prepare descriptions of you volunteer work. The one called "Documentation of Volunteer Experience" will be more useful if you held a specific kind of volunteer job. The one called "Samples of Work Experience" will be more useful if your volunteer experiences have been less structured.

The "Samples of Work Experience" format can also be used to describe your homemaking skills and competencies. You would, of course, omit the name and address of the volunteer agencies. However, you might substitute the name of someone who could verify your statements (for example, your family doctor if your activities involved caring for a handicapped or retarded child).

Documentation of Volunteer Experience

Name of job: _____

_____

Brief description of job:

(1) Major responsibilities and duties: _____

_____

_____

_____

_____

_____

(2) Competencies developed in this position: _____

_____

_____

_____

_____

(3) Number and type of people supervised: _____

_____

(4) Size of budget for wh'ch this position is responsible: _____

_____

(5) Amount of time spent in training:

(a) Formal _____

(b) On-the-job _____

(6) Amount of time spent on-the-job:

(a) Hours per week _____

(b) Number of years _____

(7) Name and address of supervisor(s): _____

_____

_____

_____

_____

(8) Awards or special recognition received: _____

_____

_____

Samples of Work Experience

Description of work done: _____

_____

_____

_____

_____

_____

How work was organized and reasons for this approach: _____

_____

_____

_____

_____

_____

_____

_____

_____

Competencies developed in this activity: _____

_____

_____

_____

_____

_____

_____

Name and address of volunteer agency and/or supervisor(s): _____

_____

_____

_____

(ATTACH WORK SAMPLES)

Still another way to document your experience is to provide examples of what you have done. If, for example, in your work as a fund raiser you wrote letters asking for money or pamphlets about the organization for which you were raising the money, you should have copies of these in your workbook or portfolio. If your work involved organizing others to raise money, you should write a description of what you did and how you did it (for example, how you decided what kind of fund raising campaign to have; how you selected and trained the other fund raisers; how you monitored their work, etc.). As a homemaker, you may have clothing which you have designed or recipes which you originated.

Do you have samples of things that you have done that could be used to document your competencies?

Yes _____ (What? _____

_____

_____

_____

_____

_____

_____

No _____

If you have materials of the sort described in the questions above, they will be useful to you in preparing a portfolio. If you do not have such materials, you may find that a demonstration interview, or credit-by-examination will be the best way for you to have your learning assessed.

Chapter 7

THE ASSESSMENT PROCESS

As we said earlier, the assessment process involves selecting the areas or departments to be involved; determining what method will be used; forming an evaluation team; preparing an assessment agreement; and the assessment itself.

The first step is to look back at the topical clusters which you prepared to describe your competencies. Talk with your counselor to find out how these relate to courses taught in your college and what departments are involved.

What departments or areas of concentration are related to your competencies?

_____

_____

_____

_____

Next, you and your counselor should talk about the best way to have your competencies assessed. You may also want to talk about this with faculty members in the department(s) involved. Remember that there are many different ways in which colleges can assess your learning. Think about what the best way would be for each area. Use the worksheets to help you in your planning.

Some of the formal kinds of assessment are tests and examinations. These might be standardized tests like CLEP or the ACT-PEP, college-prepared examinations, or performance examinations. The next page gives the addresses for CLEP and ACT-PEP and the names of some typical examinations. Other kinds of informal assessment would involve preparing a paper describing what you have done, a demonstration or simulation, an interview, or preparing a portfolio.

Credit-by-Examination Programs

American College Testing-Proficiency Examination Program (ACT-PEP)
P.O. Box 168
Iowa City, Iowa 52240

Examinations include Accounting, African and Afro-American History, Business Environment and Strategy, Criminal Justice, Corrective and Remedial Instruction in Reading, Finance, Health Education, Management of Human Resources, Marketing, a variety of topics related to Nursing and Operations Management. A free descriptive booklet, registration packet, and study guides are available.

College-Level Examination Program (CLEP)
Educational Testing Service
Princeton, New Jersey 08541

Examinations include General Examinations in English composition, mathematics, natural science, social sciences and humanities; Subject Examinations include topics in business, dental auxiliary education, education, humanities, mathematics, medical technology, nursing, science, and social sciences. A free descriptive booklet, CLEP May Be for You, and registration guide are available from College Board Publication Orders, Box 2815, Princeton, New Jersey 08541.

Worksheet for Assessment Selection

Area of Subject: _____

_____

Method:

1. Formal

   College-prepared test or challenge exam in: _____

   _____

   Examinations (CLEP, ACT-PEP, REDE, other standardized tests) in:

   _____

   Performance exam in: _____

   Other: _____

   _____

2. Informal

   Demonstration of: _____

   _____

   Descr'ptive paper about: _____

   _____

   _____

   Interview about: _____

   _____

   Portfolio covering: _____

   _____

   _____

   Simulation of: _____

   _____

   Other: _____

   _____

   _____

Worksheet for Assessment Selection

Area of Subject: _____

_____

Method:

1. Formal

   College-prepared test or challenge exam in: _____

   _____

   Examinations (CLEP, ACT-PEP, REDE, other standardized tests) in:

   _____

   Performance exam in: _____

   Other: _____

   _____

2. Informal

   Demonstration of: _____

   _____

   Descriptive paper about: _____

   _____

   _____

   Interview about: _____

   _____

   Portfolio covering: _____

   _____

   _____

   Simulation of: _____

   _____

   Other: _____

   _____

   _____

Worksheet for Assessment Selection

Area of Subject: _____

_____

Method:

1. Formal

   College-prepared test or challenge exam in: _____

   _____

   Examinations (CLEP, ACT-PEP, REDE, other standardized tests) in:

   _____

   Performance exam in: _____

   Other: _____

   _____

2. Informal

   Demonstration of: _____

   _____

   Descriptive paper about: _____

   _____

   _____

   Interview about: _____

   _____

   Portfolio covering: _____

   _____

   _____

   Simulation of: _____

   _____

   Other: _____

   _____

   _____

Worksheet for Assessment Selection

Area of Subject: _____

_____

Method:

1. Formal

   College-prepared test or challenge exam in: _____

   _____

   Examinations (CLEP, ACT-PEP, REDE, other standardized tests) in:

   _____

   Performance exam in: _____

   Other: _____

   _____

2. Informal

   Demonstration of: _____

   _____

   Descriptive paper about: _____

   _____

   _____

   Interview about: _____

   _____

   Portfolio covering: _____

   _____

   _____

   Simulation of: _____

   _____

   Other: _____

   _____

   _____

Worksheet for Assessment Selection

Area of Subject: _____

_____

Method:

1. Formal

   College-prepared test or challenge exam in: _____

   _____

   Examinations (CLEP, ACT-PEP, REDE, other standardized tests) in:

   _____

   Performance exam in: _____

   Other: _____

   _____

2. Informal

   Demonstration of: _____

   _____

   Descriptive paper about: _____

   _____

   _____

   Interview about: _____

   _____

   Portfolio covering: _____

   _____

   _____

   Simulation of: _____

   _____

   Other: _____

   _____

   _____

Next you are ready to form an evaluation team. This is a group of people, which will typically include your counselor, and one or more faculty members, who will work with you in reviewing what you have done and in deciding how to evaluate it and award the credits. If you are going to take standardized examinations for your assessment, it may not be necessary for you to have an evaluation team. The worksheet will give you a place to record who is on your evaluation team.

Worksheet for Forming Evaluation Teams

Members

Area _____ _____

_____

_____

_____

Members

Area _____ _____

_____

_____

_____

Members

Area _____ _____

_____

_____

_____

Members

Area _____ _____

_____

_____

_____

The next step is for you and your team to prepare an assessment agreement. The agreement should describe the subject(s) in which you will be assessed, the method(s) of assessment, and the number of credits which may be assigned. The first stage of this is usually a draft outlining what will likely happen. Often this draft estimate must be reviewed by various college officials to assign more specifically the exact categories of content, to relate it to specific courses in the college catalogue, and/or to approve the number of credits suggested. The assessment agreement is returned to you and your counselor after it has been approved.

Worksheet for Assessment Agreement

Content of Assessment: _____

_____

_____

_____

_____

Relation to Subject Area or Course Designation: _____

_____

_____

Method of Assessment: _____

_____

_____

_____

_____

_____

_____

Number of Credits: _____

Student: _____ Counselor: _____

Assessment Team: _____

_____

_____

_____

Approved: _____ Date: _____

Your are now ready for the assessment to take place. This will involve taking the examination, preparing the portfolio, having the interview, or doing whatever you and your team agreed would be done.

The faculty will then decide on whether or not you should be given credit and/or assign you a grade. On written examinations this decision may be based on your test score. In evaluating papers, interviews, portfolios, etc., the faculty will make the decisions in the same way as they do for course work.

After you have received your credits, you and your counselor should be sure that they are recorded on your college record or transcript.

GOOD LUCK!

APPENDICES

A - "I CAN" COMPETENCY LISTS

B - CATALYST NATIONAL NETWORK OF LOCAL RESOURCE CENTERS

C - DIRECTORY OF BROKERING PROGRAMS

D - COLLEGES WHICH ARE MEMBERS OF THE COUNCIL FOR THE ADVANCEMENT OF EXPERIENTIAL LEARNING

APPENDIX A

"I CAN" COMPETENCY LISTS

VOLUNTEER - SECTION I

HOMEMAKER - SECTION II

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"I CAN" COMPETENCY LISTS - VOLUNTEER - SECTION I

ADMINISTRATOR/MANAGER

The administrator/manager is concerned with the development and/or implementation of program(s) involving paid and/or volunteer staff. This involves the utilization of people, material, money and time. There are two types of administrator/managers: those concerned with the total functioning of an organization, and those concerned with the functioning of a particular project within the program.

In carrying out my responsibility as an Administrator/Manager I can:

- Develop long-range goals and objectives that foster organizational growth and continuity.
- Develop specific goals and plans for a specific project.
- Identify the method of evaluating effectiveness in meeting the goals and objectives.
- Identify the resources in personnel, money, materials, time, and authority needed to accomplish the established objectives.
- Establish priorities based on the importance of each objective to goal attainment and on the resources available.
- Identify needs and opportunities for volunteer service.
- Enlist the support of the governing body and staff in the utilization of volunteers.
- Interpret the organization and its systems for the delivery of services to the public and to people in need of assistance (see Public Relations).
- Work creatively within the structure of relationships and the setting of the organization, i.e., local agency to national office, etc.
- Be aware of the effects of changing socioeconomic conditions, cultural patterns, and knowledge about the helping professions and their effects upon volunteer resources and services.
- Organize the program or project into its component parts and determine the sequence in which these activities need to be performed.
- Develop and utilize flow charts, PERT charts, and other visual materials to describe the program's or project's work flow.

- Articulate the philosophy of the organization.
- Use problem solving and decision making skills.
- Develop and work within an agenda.
- Identify channels to change (see Advocate/Change Agent).
- Determine the need for and develop alternative plans to meet emergencies.
- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.
- Describe and use techniques which will elicit new ideas and proposals.
- Solicit and make constructive use of negative and positive feedback.
- Manage effectively in high pressure situations.
- Use techniques for crisis management and describe why different types of crises require different techniques.
- Use methods of conflict resolution and describe when they are appropriate.
- Establish effective communications throughout the organization.
- Coordinate the execution of simultaneous projects
  - Establish mechanisms for coordination.
  - Determine when coordination is needed.
- Serve as a spokesperson for the organization (see Public Relations).
- Meet accountability demands of others by preparing reports which include:
  1. Evaluation of success in meeting objectives.
  2. Records of financial status.
  3. Data on time and personnel utilization.
- Prepare written summaries of project and organizational accomplishment (see Public Relations).
- Develop staffing plans (see Personnel Manager).
- Prepare and use a budget (see Financial Manager).

This list is not a complete description of the skills which an Administrator/Manager may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

_____

_____

_____

FINANCIAL MANAGER

Managing finances involves allocating and monitoring the use of personnel, time and resources so as to exercise control of money and resources for an organization, program or activity.

As a financial manager, I can:

- Plan and prepare budgets using
  - fund budgeting
  - program budgeting
  - other budgeting techniques (specify) _____
- Present the rationale and justification for a budget.
- Understand and interpret a budget
- Prepare budget projections based on historical analysis and cost trends.
- Prepare cost estimates from data about the utilization of personnel, time, and materials.
- Establish procedures to monitor income and expenditures.
- Establish procedures (incentives, etc.) which encourage fiscal responsibility.
- Monitor income and expenses so as to exercise fiscal control or, when necessary, adjust existing budgets.
- Demonstrate a knowledge of basic bookkeeping techniques.
- Demonstrate a knowledge of basic accounting procedures.
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records.
- Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements.
- Plan an investment program in keeping with organizational needs and objectives.
- Demonstrate a knowledge of various types of investments and the advantages and/or disadvantages of each: _____Stocks, ____Bonds, ____Money Market Instruments, and ____Other.

- Apply the "total return" concept to investments when appropriate.
- Monitor an investment program and evaluate its effectiveness in relation to:
  - organizational needs
  - other investment programs
  - economic and market indicators.
- Establish work flow and work loading procedures.
- When income and cash flow analyses indicate that it is appropriate, plan and execute appropriate short-term investments.
- Conduct salary administration and performance reviews for paid workers.
- Establish and maintain quality control procedures for individuals and products.
- Train others in financial management procedures (see Trainer for related skills).
- Determine prices on the basis of cost and overhead factors when a product or service is sold.
- Discuss the social implications of investment decisions (how company policies can affect the environment, minorities, women, etc.) and decide if an investment is appropriate to the philosophy of my organization.
- Know how to obtain information about both the economic condition and the activities of a company before making an investment decision and/or voting proxies.

This list is not a complete description of the skills which a financial manager may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

_____

_____

_____

_____

PERSONNEL MANAGER

Personnel management involves allocating and monitoring the utilization of human resources within an organization, program, or activity.

As a human resources manager, I can:

- Determine the number and type of individuals and the amount of time needed to accomplish a given task or activity
- Prepare a staffing plan and present the rationale for it
- Prepare staffing need projections on the basis of historical data and analysis
- Prepare staffing need projections on the basis of problem survey data (see Problem Surveyor)
- Explain the relationship between a particular job and organizational/agency/program mission (see Trainer)
- Prepare cost estimates for the use of personnel and their time (see Financial Manager)
- Determine the cost/effectiveness of alternative plans for personnel allocation
- Select and/or recruit individuals for a variety of jobs
- Prepare job descriptions
- Prepare advertisements to recruit personnel (see Public Relations)
- Target advertisements toward paid and/or volunteer workers
- Demonstrate an understanding of the needs and motives which lead people to take part in volunteer work
- Arrange for and/or conduct the organizational socialization of personnel (see Trainer)
- Arrange for and monitor the job training of personnel (see Trainer)
- Demonstrate a knowledge of the psychological principles which govern people's behavior in work situations
- Establish and maintain procedures to monitor work quality and quantity
- Monitor the quality and quantity of work performed by individuals and/or task groups
- Counsel with workers who are not performing up to organizational standards
- Develop and use techniques which will minimize conflicts between paid and volunteer workers
- Demonstrate the ability to use appropriate techniques to solve interpersonal problems (see Counselor)

- Use recognition or other psychic rewards to keep volunteer workers involved and productive
- Help volunteers see the relevance of their organization/agency experience to their long-range career goals and/or personal development
- Develop and maintain a system of evaluative records of job performance
- Help supervisors deal with personnel problems
- Maintain time and salary records for paid workers
- Conduct salary administration and performance reviews for paid workers (see Financial Manager)
- Conduct performance reviews for volunteer workers
- Handle out-placements and terminations
- Train others in personnel management (see Trainer)
- Understand and keep informed about labor laws (such as Taft-Hartley)
- Review and keep up-to-date on changes in State and Federal laws for employee compensation and benefits
- Develop an affirmative action program and monitor compliance
- Plan and implement programs for staff development
- Plan and monitor a retirement program
- Deal with employee relations problems and develop programs to meet employee relations needs
- Plan and implement personnel policies and review them regularly for needed changes

This list is not a complete description of the skills which a personnel manager may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

_____

_____

_____

_____

TRAINER

Training involves teaching others specific jobs, skills, and/or tasks. It involves the teaching and/or organizational socialization of other workers.

In my work as a trainer, I can:

- Articulate the philosophy of the organization/agency
- Explain the relationship between a particular job and organizational/agency/program mission
- Demonstrate my knowledge of kinds of learning and/or of different learning theories
- Demonstrate my knowledge of teaching methods and materials
- Identify training needs (see also Problem Surveyor)
- Make a training plan which includes:
    - Learning objectives
    - Teaching design
    - Teaching method
    - Budget for training costs
    - Schedule and site considerations
    - Materials, both written and audio-visual
    - Evaluation techniques
- Determine the cost/effectiveness of various training approaches
- Determine the suitability of various training approaches for individuals with different backgrounds and experiences
- Develop written materials for use in training
- Develop audio-visual materials for use in training
- Develop training manuals for other trainers to use
- Administer a training program, including:
    - Selecting and recruiting training personnel
    - Selecting training methods and materials which are both appropriate to the group and cost/effective
    - Setting training goals
    - Conducting the training of those who will train others
    - Monitoring the progress of those being trained

  - Monitoring the progress of those doing the training
  - Modifying training programs and techniques if the goals of the program are not being achieved
  - Evaluating the effectiveness of the training program
  - Monitoring and evaluating the job performance of those who were trained
- Develop and maintain a library of training materials
- Conduct a training session
- Train others to do specific job(s) or task(s)
  (Specify _____
  _____)
- Make an effective oral presentation
- Demonstrate knowledge and use of group interaction techniques
- Know how and when to use different role-playing techniques in training
- Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development
- Prepare and evaluate reports on training programs
- Evaluate the training programs of others

This list is not a complete description of the skills which a trainer may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

_____

_____

_____

_____

ADVOCATE/CHANGE AGENT

Advocacy is an activity on behalf of an individual, a group, or an issue which is designed to improve conditions, programs, or services. Advocates work in areas such as legal rights, housing, education, environment and social welfare and attempt to change or improve existing conditions.

In carrying out my work as an advocate/change agent, I can:

- Identify areas where change is needed (see Program Surveyor for related skills).
- Select methods and data which will document the need for change (see Researcher and Program Surveyor for related skills).
- Define and delimit the basic issues in a problem area.
- Demonstrate knowledge of the basic concepts relevant to an issue in fields such as.
  - legal rights (civil and criminal)
  - housing and community planning
  - education
  - environment
  - welfare and social services.
- Describe the public policy issues relevant to a problem.
- Demonstrate knowledge of the processes of change using:
  - theoretical model(s)
  - real-life examples.
- Describe methods which can be used to bring about change including:
  - lobbying
  - political campaigns
  - public relations.
- Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position in relation to the problem.
- Identify significant individuals and groups (such as community leaders, government officials, and legislators) who can help to implement change in a specific problem area.
- Build good working relationships with those who will be affected by proposed changes.
- Identify potential allies and select techniques which will enlist their support.

- Identify opposition groups and select techniques which will best counter their plans and arguments.
- Demonstrate understanding of the legislative process and how it can be used to implement change.
- Demonstrate knowledge of the laws and customs applying to lobbying.
- Use communication skills to persuade others (see Public Relations for related skills).
- Identify potential sources of financial support (see Fund Raiser and Researcher for related skills).
- Obtain financial support for a cause or program (see Fund Raiser and Researcher for related skills).
- Build good working relationships with legislators and government officials (local, state or federal).
- Monitor legislative bodies', public institutions' and agencies' actions relevant to the problem.
- Draft model legislation.
- Plan and organize coalition building.
- Conduct negotiations with an awareness of the necessity of compromise.
- Present arguments and evidence to support a position (see Public Relations and Researcher for related skills).
- Keep others informed about progress using:
  - verbal communication
  - written communication (see Public Relations for related skills).
- Train others to develop advocate/change agent skills (see Trainer for related skills).
- Develop techniques to maintain change.

This list is not a complete description of the skills which an Advocate/Change Agent may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

_____

_____

_____

_____

PUBLIC RELATIONS/COMMUNICATOR

Public relations refers to a method of increasing knowledge and understanding of an organization and/or its program; it is concerned with disseminating information to individuals and groups outside of the organization or agency and with processing information from outside the organization. In carrying out my work in public relations, I can:

- Conceptualize communications and public relations programs which interpret the goals of the organization.
- Plan and develop a public relations program.
- Identify target audiences.
- Determine the communications technique(s) appropriate to each audience.
- Gather information by:
    - conducting interviews
    - confirming facts
    - identifying trends
    - locating background data

  (see Researcher for other relevant activities)
- Identify representatives of other organizations and of local, state and federal government to receive information about organizational activities.
- Establish an interchange with appropriate representatives from:
    - members of the target group
    - volunteer coordinating agencies
    - private and civic organizations
    - business, industry and professional groups
    - foundations
    - local government
    - state government
    - federal government

  (see Fund Raiser and Advocate /Change Agent for other relevant activities)
- Write:
    - news stories
    - feature stories
    - fact-sheets for editorial background
    - reports
    - speeches

- scripts for radio/television
- other materials describing the organization and its program for the public

(see Trainer for internal publications)

- Prepare audio-visual materials, video-tapes, and/or films
  - Use audio and/or video-tape equipment
  - Use photographic equipment
  - Direct acting, speaking, and filming

- Prepare visual materials
  - Photograph events for news media or other publications
  - Design and prepare art work
  - Design displays and/or posters
- Coordinate development of materials for production
  - Edit publications
  - Edit films and/or tapes
  - Design layouts
  - Work with printers, publishers, producers
- Work with mass media (press, radio, television)
  - Select optimum outlets for placement of material and identify contacts
  - Adapt and edit materials to mass media standards
  - Conduct press conferences
  - Maintain good relations to facilitate placement of material
- Speak publicly
  - Deliver speeches
  - Promote an organization, program, or service (see Advocate/Change Agent)
  - Participate as a member of a panel or debate group
  - Give interviews
  - Conduct or moderate interviews, panel discussions, debates

  (see Fund Raiser and Trainer for other related activities)
- Publicize and promote organizational materials
- Plan distribution of publications and other materials

This list is not a complete description of the skills which a public relations/communicator volunteer may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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PROBLEM SURVEYOR

Surveying a problem area is the process of assessing current status and/or needs in order to identify areas and types of future activity. The process of problem surveying is closely related to that of researching and typically precedes that of program development. (The problem surveyor usually collects original data; for more information on utilization of data collected by others, see Researcher.)

In carrying out my work as a problem surveyor, I can:

- -Develop plan(s) for investigating the problem area
- -Identify and obtain information about
  - -the target populations affected by the problem
  - -the sources of power which can facilitate or block the implementation of change (see Change Agent/Advocate for related activities)
  - -the existing programs, resources, and other factors which impact on the problem
- -Assess the impact of the preceding factors on the problem area by various data collection techniques such as interviewing, surveying, public discussions, etc. (see Researcher for related activities)
- -Compile a list of specific needs or problems within the problem area
- -Prioritize those needs and problems which are most important and practical to pursue
- -Define potential actions in terms of cost-effectiveness
- -Describe the problem area(s) for purposes of program development by
  - -summarizing data for ease in interpretation
  - -keeping records of contacts and resources
- -Describe the nature of organizational and community structures as they relate to the problem area and its potential solutions.

This list is not a complete description of the skills which a problem surveyor volunteer may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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RESEARCHER

Research is a systematic means of investigating a topic or problem. It involves generating verifiable data which will support program planning and development and/or the implementation of change.

In carrying out my work as a researcher, I can:

- Select problem area(s) relevant to organizational needs
- Limit the research focus by:
    - conceptualizing issues
    - defining variables
    - operationalizing measures
    - identifying the unit of analysis
    - generating hypotheses
- Collect background information
    - Locate information sources such as:
        - written materials
        - data banks
        - interviews
        - surveys
    - Summarize past experience with problem
    - Evaluate the utility of past efforts
- Design research
    - Select research design
    - Select sampling techniques
    - Select survey techniques
    - Develop practical plans of identifying:
        - needs
        - time
        - costs
        - personnel
- Manage proposal development
    - Locate potential sources of funding
    - Write proposal to include:
        - background
        - design
        - time and cost estimates
        - expected outcomes
        - utility of research to organization and to the larger society

- Meet with funding agencies to promote the proposal
- Adapt proposal to meet requirements of funding source

- Obtain data
  - Foster cooperation with community groups and/or relevant institutions and agencies to gain their support for the research
  - Recruit and train data collectors
  - Select appropriate data collecting instruments
  - Design and validate new data collecting instruments
  - Obtain informed consent of participants
  - Obtain data from existing information banks
  - Use appropriate sampling and survey techniques
  - Monitor data collection for quality control
- Process data
  - Develop coding procedures
  - Train coders
  - Supervise coders for quality control
  - Select and implement other data reduction procedures
  - Develop computer programs appropriate for the research design
- Analyze and summarize data by using
  - Averages or other measures of central tendency
  - Measures of dispersion or deviation
  - Measures describing relations (correlations)
  - Other techniques of bivariate or multivariate analysis
  - Tables or other means of categorical aggregation
  - Graphs and charts
  - Tests of significance
  - Experimental effects analysis
  - Non-experimental causal analysis
- Make inferences from data
- Make conclusions and recommendations from data
  - Formulate planning recommendations
  - Make recommendations for further study
  - Develop policy recommendations
- Write research report(s)
- Disseminate research results to appropriate groups

This list is not a complete description of the skills which a researcher may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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FUND RAISER

Fund raising is the development of a system of financial support for an organization, program, or activity.

In my work as a fund raiser, I can:

- Assess needs so as to determine what financial support is required (see Problem Surveyor for related skills)
- Plan a fund raising activity, including:
    - Identifying objectives and specific goals
    - Identifying potential sources of funds from:
        - Government (local, state, federal)
        - Business and industry
        - Foundations
        - Individuals
        - Other organizations
    - Selecting methods and strategies appropriate both to organizational image and potential funding sources
    - Estimating requirements for people, materials, and time
    - Estimating cost of a fund raising effort
- Demonstrate knowledge and understanding of the code of ethics regarding fund raising
- Demonstrate knowledge and understanding of tax laws and other regulations which affect fund raising
- Utilize the tools of fund raising by:
    - Demonstrating knowledge of resources such as foundation directories, directories of government programs, etc.
    - Demonstrating a knowledge of financial management (see Financial Manager)
    - Demonstrating knowledge of proposal preparation skills (see Researcher for related skills)
    - Demonstrating knowledge of techniques in preparing promotional materials (see Public Relations for related skills)
    - Demonstrating an understanding of the motivations and needs involved in contributing to a group, organization, or program, and methods to build on these
- Administer a fund raising program, including:
    - Selecting or recruiting staff and workers
    - Training others in fund raising techniques (see Trainer for related skills)
    - Determining strategy
    - Determining target group

- Making work assignments and monitoring progress
- Setting and communicating goal
- Coordinating multi-faceted efforts
- Assessing and reporting on progress
- Modifying plans to meet changing circumstances

- Raise funds by selling a product or service, including:
  - Selecting products or services to sell which are appropriate to organization/agency image
  - Selecting a clientele or target population
  - Researching cost/benefit factors for alternative products, services, and delivery systems (see Financial Manager)
  - Planning and monitoring product or service delivery
  - Selecting and recruiting sales personnel
  - Training sales personnel
  - Selecting sites, territories and/or locations for sales on the basis of clientele, cost, etc.
  - Determining if sales permits, leases, etc. will be needed and obtaining them
  - Planning and implementing methods to monitor personnel, money, and materials (see Financial Manager)
  - Planning and implementing publicity for the product or service (see Public Relations)
  - Maintaining records which will help others planning similar sales programs
  - Developing techniques or procedures for return or repayment of products, sale of slow moving products, etc.

- Raising funds by staging a special event, including:
  - Selecting the type of event which will be appropriate to organizational/agency image
  - Deciding if the event should be targeted to a specific clientele or to the general public
  - Determining the cost/benefits of alternative types of events
  - Planning and implementing publicity (see Public Relations)
  - Organizing a plan for staging the event
  - Selecting and recruiting individuals to work on various types of tasks and activities

- Training staff and participants (see Trainer)
- Obtaining and organizing materials
- Determining if permits and permission will be needed and obtaining them
- Selecting sites and locations for the event on the basis of factors such as target population, cost, etc.
- Monitoring the work of staff
- Keeping records that will be of use to others planning similar special events

- Raise funds from government, corporations, and/or foundations by:
  - Researching special interests of potential funding sources (see Researcher)
  - Preparing a proposal
  - Contacting appropriate funding sources
  - Promoting a proposal, project, or special need
  - Preparing reports which demonstrate organizations or agency accountability to the funding agency

- Raise funds from the public through a campaign including:
  - Planning campaign theme and organizational strategy
  - Recruiting workers for different levels of responsibility and different kinds of tasks
  - Training and motivating workers (see Trainer)
  - Preparing materials to be used in the campaign (see Public Relations)
  - Monitoring the progress of the campaign
  - Revising staffing and strategy to deal with emergencies or with inadequate public response
  - Preparing reports which will be of assistance to others planning similar campaigns.

This list is not a complete description of the skills which a fund raiser may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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COUNSELOR

Counselors advise people who are seeking help and assistance with a problem. Informal counseling often occurs in conjunction with other activities, such as managing personnel or serving as an advocate/change agent. Formal counseling programs frequently require training prior to beginning work; paraprofessionals and volunteers in these programs typically work under the supervision of a professional.

In my work as a counselor, I can:

- Establish rapport with the person seeking advice.
- Use techniques which help people to talk spontaneously.
  - Select an appropriate physical setting for counseling.
  - Show receptiveness by giving attention and by listening carefully.
  - Use reinforcements (both verbal and nonverbal) for encouragement and support.
  - Describe how facial expression, posture, and tone-of-voice affect communication.
- Build client confidence toward the counseling agency.
- Demonstrate my questioning skills.
  - Use exploratory questions to obtain background information.
  - Know how and why to use open-ended questions.
  - Use probing techniques to obtain further information.
  - Describe two-step probing and its use.
  - Adapt my questioning to the background of the person and to the nature of the problem.
  - Use double-edged questions to help individuals obtain greater insight.
  - Avoid leading questions.
  - Use softening techniques when using direct questions.
  - Phrase questions so as to help the respondent "save face."
- Demonstrate my listening skills.
  - Describe the qualities which make for an effective listener.

- Show how my objectives (both long range and short range) as a listener influence my listening approach.
- Use techniques to determine if what I have heard is what the person wanted me to hear.
- Use techniques to give listening feedback.

- Describe different counseling techniques and show how and when each is used.
- Describe the psychological theories on which different counseling techniques are based.
- Demonstrate my awareness of the legal and ethical problems related to confidentiality.
- Demonstrate techniques to control the interchanges in counseling situations.
  - Use techniques to expand or limit the focus of the discussion as needed.
  - Use methods to help a person expand the options under consideration.
  - Use methods of values clarification.
  - Describe how to determine when a situation needs to be referred to others.
  - Discuss various approaches to decision-making and the rationale for each.
  - Control the pacing of the interchange.
  - Use techniques to exclude irrelevant detail.
  - Use interview guides when appropriate to structure the situation.
- Identify an individual's problems and difficulties by a variety of methods.
  - Question and interview an individual to obtain information.
  - Observe an individual's interactions with others or performance to identify problems.
  - Work with an individual's family, co-workers, teachers, or others to identify problems.
  - Use tests or other diagnostic devices to identify problems.
- Take notes unobtrusively during counseling or an interview, and use these notes later in dealing with the client's problem.

- Describe the kinds of information necessary to handle different types of counseling problems.
- Interpret data and use it in counseling.
  - Interview and background.
  - Observational data.
  - Test data.
  - Other. (Specify _____ _____.)
- Do referral counseling.
  - Build resources for referral.
  - Describe methods and consideration in using referral resources.
  - Use appropriate techniques for people seeking help for themselves and for others.
  - Demonstrate the special skills needed in phone referral counseling.
- Do intake or entrance interviewing, screening, and placement.
- Determine the urgency of a problem or concern and handle it appropriately.
- Handle crisis intervention.
  - Identify crisis situations.
  - Deal pro-actively with the people surrounding the crisis.
  - Describe responses to different kind of crisis situations.
  - Demonstrate my ability to prioritize in handling a crisis and the factors to be considered.
  - Describe the special skills needed for dealing with particular crisis situations.
    - Alcohol problems
    - Drug problems
    - Disasters (earthquake, flood, etc.)
    - Poisoning
    - Rape
    - Other (Specify _____ _____.)
  - Demonstrate techniques for dealing with people who complicate rather than aid in a crisis situation.

- Demonstrate the skills required in career counseling and life guidance.
  - Use tests and other devices to assess aptitudes and interests.
  - Describe resources which can be used to assess interests and determine alternatives.
  - Use methods to implement and follow-up decisions.
- Demonstrate the skills used in intensive individual counseling, group counseling, and therapy situations.
  - Describe the cues which can be used to assess state (emotional, physical, etc.).
  - Distinguish between techniques appropriate for group and individual counseling or therapy.
  - Describe the cues which can be used to determine the effectiveness of counseling.
  - Demonstrate skills which support professional counseling.
  - Use special techniques in group counseling to develop group solidarity, deal with group conflict resolution, elicit self-disclosure, etc.
  - Use cues to help understand group processes and interaction.
  - Demonstrate skills used as support for professional counseling.

This list is not a complete description of the skills which a counselor may have acquired. The space below is provided for you to list other competencies.

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YOUTH GROUP LEADER

A youth group leader devises and implements programs which help young people develop and learn.

In carrying out my work as a youth group leader, I can:

- Articulate the philosophy of the organization or sponsoring group
- Describe how the components of the program relate to organizational philosophy
- Demonstrate a knowledge of child growth and development
- Demonstrate a knowledge of theories of learning
- Demonstrate a knowledge of teaching methods and materials (Specify areas _____ _____)
- Select activities which will help children learn desired skills and attitudes
- Determine the cost/effectiveness of alternative program components
- Plan a youth group program, including:
    - Defining program objectives
    - Involving group members in program planning
    - Selecting activities which will most efficiently lead to meeting the program objectives
    - Selecting activities which are most appropriate for the age, background, and experience of group members
    - Preparing program materials
    - Determining the budget for the program
    - Deciding on methods to evaluate the program
- Administer a youth program, including:
    - Selecting and/or recruiting others for various responsibilities
    - Training other adults as leaders or assistants (see Trainer)
    - Training youth group members for leadership roles within the organization
    - Working with adult members of the supervising board or agency
    - Determining the effectiveness of various program components in meeting organizational goals
    - Assessing the effectiveness of other leaders
    - Organizing committees to carry out tasks
    - Keeping records of individual and group progress
    - Keeping budget and financial records

- Coordinating activities of various groups
- Securing financial resources (see Fund Raiser)

- Direct a youth group, including:
  - Organizing and conducting meetings
  - Teaching
    - games
    - crafts
    - music
    - dance
    - interpersonal skills
    - democratic processes
    - dramatics
    - health and safety
    - art
    - outdoor/camping skills
    - religion
    - conservation
    - homemaking
    - citizenship
    - other (Specify _____)
  - Demonstrating a knowledge and use of techniques and equipment specific to the organization's program
  - Abiding by the organization's standards
  - Providing guidance and counseling to young people as appropriate (see Counselor)
  - Using audio-visual equipment
  - Demonstrating a knowledge of children's games
  - Storytelling, including demonstrating a knowledge of children's literature
  - Demonstrating a knowledge of safe procedures for children's activities
  - Demonstrating the ability to use appropriate techniques to deal with interpersonal conflicts
  - Describing how youth groups serve as socializing agents

This list is not a complete description of the skills which a youth group leader may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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GROUP LEADER FOR A SERVING ORGANIZATION

Leading groups of people for a serving organization involves helping people grow and develop within an organizational structure.

In carrying out my responsibility as a group leader for a serving organization, I can:

- Plan and coordinate activities
- Secure resources, human and physical
- Provide counseling services for people, where applicable (see Counselor)
- Organize committees to carry out tasks
- Keep records of individual and group progress
- Prepare budgets and keep financial records (see Financial Manager)
- Organize and conduct meetings
- Understand and deal with conflict
- Teach games, crafts, songs, dances, interpersonal skills, socialization, democratic process
- Use audio-visual equipment
- Abide by organization's standards
- Use proper safety precautions
- Know and use techniques and equipment specific to the program

This list is not a complete description of the skills which a group leader for a serving organization may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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MUSEUM STAFF ASSISTANT (DOCENT)

Docents describe and discuss museum exhibits with groups of individuals to facilitate a better understanding of what is being seen; they may work in art galleries or museums; in historical buildings, museums, reconstructions, or parks; in science or natural history museums; in zoos; or in parks. Other types of museum staff assistants may work in preparing, preserving, or restoring materials for display, in caring for plants or animals, in performing tasks or activities as part of the museum's demonstrations, or in conducting research.

As a staff assistant (docent), I can:

- Plan and prepare a lecture-tour for children and/or adults
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience
- Deliver a lecture-tour without notes but following a suggested outline
- Modify the information given in a lecture-tour to suit children of various ages
- Develop and use techniques which arouse curiosity and provoke discussion during the lecture-tour
- Demonstrate a knowledge of and the ability to use a library and other reference resources
- "Read the nature" of a group during the first 10 minutes of a lecture-tour and modify the remainder of the lecture-tour as appropriate
- Know the criteria on which to judge a work of art
- Plan a lecture-tour to meet specified educational objectives
- Know the criteria on which to judge other lecturers
- Speak in public with confidence
- Understand and use techniques of group dynamics
- Understand and explain the policies of the organization or institution
- Demonstrate knowledge of:

    - Art history
    - Art techniques
    - World and/or national history
    - State and/or local history
    - Plants
    - Animals
    - Science
    - Other areas (Specify _____ _____)

- Describe methods of investigation (see Researcher)
- Prepare museum support materials (see Public Relations)
- Demonstrate my knowledge of teaching methods and materials
- Develop written materials for use in lecture-tours
- Use audio-visual materials in conjunction with lecture-tours
- Demonstrate craft techniques
- Take part in "living history" depictions/demonstrations
- Explain the reason and purposes for museums, zoos, etc.
- Know how to care for living plants and/or animals which are part of the collection
- Know how to care for and maintain the materials and equipment in the collection
- Develop and maintain a library of materials relevant to my lecture-tour specialty
- Train others to work as staff assistants (see Trainer)
- Work with members of the professional staff and/or with members of the supervising board

This list is not a complete description of the skills which a museum staff assistant may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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The project staff wish to thank Lois Raasch of the Art Institute of Chicago and JoAnn Ludwig of the Chicago Lincoln Park Zoo for their helpful lists of skills for staff assistants which have been incorporated in these materials.

TUTOR/TEACHER'S AIDE

A tutor/teacher's aide helps an individual or group of individuals to learn something or to improve their learning techniques. The tutor differs from the trainer in that trainers instruct individuals in the performance of specific jobs or tasks while tutors teach more general skills (such as reading) or knowledge which is applicable to a wide range of tasks or activities.

In my work as a tutor/teacher's aide, I can:

- Establish a good working relationship with the learner.
- Develop positive student attitudes toward learning by:
  - Selecting tasks of appropriate difficulty.
  - Telling the learner when a job is well done.
- Encourage and support the learner by:
  - Complimenting the learner for good work and good thinking to develop a positive self-concept.
  - Showing acceptance of the learner by giving attention and by listening carefully.
  - Helping the learner respond to increasingly difficult material.
  - Showing receptiveness to learner efforts.
- Work cooperatively with the learner's teacher and/or school.
  - Abide by school rules relating to tutors or aides.
  - Be positive about the teacher and school in discussions with the learner.
  - Follow the teacher's plan of instruction.
  - Provide the teacher with information on learner progress.
- Provide advice and informal counseling to the learner, when appropriate (see Counselor).
- Identify learner needs and difficulties:
  - By direct observation of and/or interaction with the learner.
  - From test data or other diagnostic devices.
  - Through discussion with the teacher(s) who regularly instruct(s) this learner.
  - Through discussion with other school personnel (counselors, psychologists, etc.).

- Determine learner interests and plan instructional activities around them.
- Plan a lesson or series of lessons including:
  - Objectives
  - Teaching methods and techniques
  - Instructional materials (both written and audiovisual)
  - Evaluation techniques
- Pace instruction at a speed appropriate to the learner.
- Set and monitor instructional objectives.
- Select instructional material and techniques appropriate to learner background and experience.
- Demonstrate my knowledge of learning theories and their application.
- Demonstrate my knowledge of teaching methods and materials.
- Develop written materials for use in tutoring.
- Develop audiovisual materials for use in tutoring.
- Develop and maintain a library of materials for use in tutoring. (Specify subject and/or level_____ _____.)
- Demonstrate my knowledge of the subject(s) which I tutor. (Specify_____ _____.)
- Evaluate learner progress.
  - By observation
  - By oral questioning
  - By use of tests or other evaluative devices
- Use questioning techniques appropriate to instructional objectives.
- Make an effective oral presentation to a group.
- Demonstrate a knowledge of group interaction techniques and of their use.
- Train others to be tutors (see Trainer).

This list is not a complete description of the skills which a tutor/teacher's aide may have acquired. The space below is provided for you to list other competencies.

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"I CAN" COMPETENCY LISTS - HOMEMAKER - SECTION II

MANAGER OF HOME FINANCES

The manager of home finances is concerned with the responsible allocation and monitoring of finances related to home and/or family management.

As a manager of home finances, I can:

- Plan ahead and set monetary goals
- Budget existing funds
- Maintain family financial records
- Demonstrate knowledge of the fundamentals of investment by explaining which investments were made or considered and why
- Demonstrate knowledge of the rationale for various kinds and amounts of insurance by indicating which policies were obtained or considered and why (Health, Life, Tenant, Auto, etc.)
- Demonstrate my skills as a consumer or monitor of consumption by:
    - Buying and using various products in the commercial market
    - Knowing the advantages and disadvantages of various kitchen utensils available for cooking, serving, and storing foods
    - Knowing about different cleaning products and tools -- how to do the job most effectively and easily
    - Knowing about various patent medicines and sundry items -- when they are needed, how to determine which brand is the most effective and economical, and how much to use of them
    - Selecting good schools and knowing about the community resources which are available
    - Selecting and purchasing clothing which will be appropriate and durable
    - Determining which repairs are most appropriately and cost effectively done by a professional
- Demonstrate my knowledge of laws which can affect family finances by:
    - Describing laws related to finances and such circumstances as death, divorce, child support, etc.
    - Describing bankruptcy laws and procedures
    - Describing home/business laws and procedures
    - Describing laws related to income taxes, Social Security taxes, etc., and use them to maximize savings and/or income
    - Describing social services legally available from the government or service agencies and the process of obtaining them.
- Demonstrate my knowledge of real estate by:
    - Discussing the (dis)advantages of (long and short range) buying, renting, condominium owning, etc.
    - Evaluating a neighborhood's appropriateness to family needs

  - When selecting a house or apartment, know how to evaluate structure, plumbing, wiring, sewage, etc.

- Evaluate a real estate purchase by:

  - Describing how to obtain information on taxes, loans, zoning, forecast real estate charges, etc.

  - Discussing the relative importance of these factors

- Prepare and defend income tax returns

This list is not a complete description of the skills which a manager of home finances may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME NUTRITIONIST

A home nutritionist is concerned with the responsible need assessment, planning, management and delivery of the nutritional aspects of the home.

As a home nutritionist, I can:

- Demonstrate knowledge and understanding of the basic elements of nutrition by:
  - Assessing the nutritional needs of the people and/or animals for whom I am responsible nutritionally.
  - Describing the variations of nutritional needs relative to age, exercise, present condition (overweight, average, underweight), metabolism, etc.
  - Describing alternative sources for meeting various nutritional requirements (vitamins, milk substitutes, etc.).
  - Describing symptoms of various nutritional deficiencies or excesses and their remedies (such as poor night vision from lack of vitamin A).
  - Describing the ramifications of the restricted diets with which I am familiar.
  - Describing the basic nutrients (fats, carbohydrates, proteins, vitamins, and minerals) and how they are digested and used by the body.
- Demonstrate skills related to nutritional planning and cost effectiveness by:
  - Using effectively the resources available to me or potentially available to me, i.e., available time (mine and others'), abilities, supplies (freezer, refrigerator, oven, mixers, utensils, storage space, etc.), information, and money and how they influence my ability to be effective.
  - Dealing with a sudden change in resources.
  - Obtaining help from social service agencies if my resources are limited, or suddenly reduced, or changed by emergency.
  - Buying in bulk or in smaller quantities, depending upon the appropriateness of each to the situation.

- Obtaining food from various sources (growing one's own, co-ops, farmers' markets, specialty stores, large chain grocery stores).
- Selecting foods at various stages of the preparation process (i.e., "raw" form, semi-prepared, prepared, etc.).
- Describing positive and negative effects of special diets with which I am familiar.

- Demonstrate my knowledge of different nutritional needs by:
  - Describing how nutritional needs vary relative to age
  - Describing nutritional needs during pregnancy and nursing
  - Describing how nutritional needs vary relative to body weight, exercise, and environment
- Demonstrate skills associated with food preparation and storage by:
  - Describing the methods I have used to store various kinds of foods (canning, freezing, etc.).
  - Describing the unique properties of various food products, i.e., leavening agents, preservatives, etc.
  - Describing the safety precautions and methods of dealing with emergencies which may occur during food preparation.
  - Describing methods of determining the meaning and corrective procedures for various cooking conditions or problems.
  - Properly using various food preparation, appliances, utensils, etc.
  - Describing the meaning of terms used in cookbooks.
  - Describing the characteristics of measurement and converting quantities from one measurement system to another.
  - Describing special food preparation techniques for serving large numbers of people or for unusual nutritional needs such as ethnic, gourmet, fat free or food allergy diets.
  - Describing differences in food selection and preparation in various cultures.

- Demonstrate skills in meeting nutritional needs outside the home by:
  - Describing the advantages and disadvantages of food sources which might be considered while traveling.
  - Describing sources of food, other than restaurants, for use while traveling or camping (dehydrated foods, wild foods, etc.).
- Demonstrate knowledge of food poisoning by discussing its causes.
- Demonstrate my knowledge of laws related to nutrition including content and labeling laws, health and cleanliness laws, etc.
- Teach others good nutritional practices.

This list is not a complete description of the skills which a home nutritionist may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME CHILD CARETAKER

The home child caretaker is responsible for providing for the physical, emotional, intellectual and moral needs of a child at different stages of development. In providing this care, the home child caretaker must assess the child's needs, identify the appropriate care and implement such care within the financial, spacial and temporal limitations of the particular setting within which the child resides.

As a home child caretaker, I can:

- Identify the nutritional needs of a child (see Home Nutritionist), including:
  - Selecting among alternate liquid diets for an infant (mother's milk, animal milk formulae, vegetable milk formulae).
  - Determining when to add solid foods to a child's diet, including consulting with medical and paramedical personnel regarding nutritional needs.
  - Devising ways of helping the older child deal with the limitations of a special diet when that is necessary.
- Recognize and respond to a child's need for a loving and emotionally supportive environment.
- Identify and provide a safe stimulating environment for a child, including:
  - Providing safe bedding for an infant.
  - Providing stimulating play environment appropriate for pre-school child.
  - Teaching a growing child to develop safe play procedures.
  - Teaching school age children how to identify safe play areas.
  - Purchasing or making materials to develop a child's intellectual and physical growth.
  - Teaching the child games and activities appropriate to her/his age and interests.
- Make effective use of medical services for the child, including:
  - Consulting doctors regarding preventative medicine, and immunizations, etc.
  - Obtaining emergency medical services when necessary.

  - Determining the extent of public medical facilities and deciding when it is appropriate to use them.
- Arrange and supervise social experiences for a child which will promote ethical and moral development.
- Identify and select appropriate educational environments, including:
  - Choosing appropriate day care facilities when needed.
  - Choosing appropriate pre-school facilities when needed.
  - Consulting with teachers regarding the child's educational development.
  - Consulting with teachers regarding the child's social/emotional, physical, and cognitive development.
- Identify and provide appropriate clothing for a child at different stages of development (see Home Clothing and Textile Specialist), including:
  - Identifying appropriate clothing for different seasons.
  - Identifying and providing appropriate clothing when moving to different climate.
  - Identifying other factors to consider in clothing selection (growth rate, fabric durability, etc.).
- Evaluate books and movies and determine their suitability for a child.
- Identify resources in the community which can be used to augment school and pre-school activities, including:
  - playground facilities
  - art and craft workshops
  - libraries and museums
  - dance and music programs
  - sports programs
  - youth groups (religious, scouting, etc.)
- Demonstrate skills which help make life interesting to a growing child (e.g., story telling, singing, etc.).
- Identify resources in the community which may be utilized to improve the living conditions for the child, including:
  - Consumer services (such as diaper service, nursemaid service, counseling programs, etc.).
  - Public services (such as: AFDC, Medicaid, food stamps).
  - Direct benefit to the child (such as: diaper service, medicaid, food stamps, Big Brother, etc.).
  - Indirect benefit to the child (such as: counseling services, Parents-without-Partners, etc.).

- Recognize and treat childhood diseases, including:
  - Identifying such diseases and describing their symptoms.
  - Determining what immediate remedy is needed.
  - Determining whether to consult with a doctor.
  - Describing books which are helpful resources in dealing with childhood diseases.
  - Describing emergency procedures for various conditions.
- Describe and recognize the milestones in human development.
- Identify emotional disturbances or learning difficulties in a child which need professional treatment or added attention, and obtain appropriate consultative advice.
- Recognize the nonverbal cues and behaviors which indicate tensions or problems.
- Provide legal, moral and ethical guidance for a child, appropriate to the child's age, including:
  - Familiarizing a child with laws which may affect her/him.
  - Familiarizing a child with codes of moral conduct deemed appropriate by the parent.
  - Devising ways of helping a child to take responsibility for his/her behavior.
  - Devising ways of helping a child to recognize the consequences of alternative behaviors.
  - Devising ways of helping a child to recognize the patterns of behavior, appearance, etc., which are accepted by society and to assist the child in determining personal responses to these patterns (respect for elders, etiquette, social amenities, implicit dress codes, etc.).
  - Determining and describing means of incorporating the interpersonal qualities which I value into the relationship which I have with a child.
  - Devising ways of helping a child to express his/her emotions in acceptable ways.
  - Describing my approach to punishment and reinforcement of a child's behavior and discuss the basis for this approach.
- Describe ways to develop self-sufficiency in a child.

- Demonstrate my understanding of the special needs of a child with a physical or emotional handicap, of a gifted child, of a child in a single parent home, of a child of a highly transient family, etc., including:
  - physical needs
  - emotional needs
  - educational needs
- Identify the special needs of a child who has a sudden change in his or her environment, such as death of a close friend or relative, addition of a new family member (infant or aged), divorce of parents, etc., and develop ways to meet these special needs.

This list is not a complete description of the skills which a home child caretaker may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME DESIGNER AND MAINTAINER

A home designer and maintainer plans and executes home decorating ideas and is responsible for the proper care of the home.

As a home decorator and maintainer, I can:

- Demonstrate my knowledge of the textile aspects of the home (see Home Clothing and Textile Specialist).
- Demonstrate my knowledge of the properties of wood, including:
  - listing the similarities and differences between various kinds of woods and their finishes
  - selecting different kinds and qualities of wood for different purposes
  - identifying different woods and various finishes
  - understanding the need for and methods of refinishing wood products
- Demonstrate my knowledge of the properties of metals, including:
  - identifying different metals
  - selecting different kinds of metal for different purposes
  - understanding the methods for maintaining metal products
- Demonstrate my knowledge of the properties of plastics, including:
  - identifying different plastics
  - selecting different kinds of plastics for different purposes
  - understanding the methods for maintaining plastic products
- Demonstrating my knowledge of the properties of various fabrics (see Home Clothing and Textile Specialist).
- Demonstrate my knowledge and skills in carpentry, including:
  - proper use and maintenance of tools used in carpentry
  - designing carpentry projects
  - executing carpentry projects
  - repairing wood products
- Demonstrate my knowledge and skills in creative home sewing or artwork, including:
  - upholstering
  - designing window treatments

- Demonstrate my knowledge and skills in home maintenance and repair, including:
  - preventing problems in the plumbing, electrical and heating systems in the home.
  - diagnosing problems in the plumbing, electrical and heating systems in the home.
  - correcting problems in the plumbing, electrical and heating systems in the home.
  - managing the overall maintenance of the home,including:
    - assessing what needs to be done.
    - determining the costs and time involved including the consequences of postponing the project.
    - prioritize tasks.
    - determine which tasks I can do.
    - select people to make other repairs
  - explain my legal recourse if repairs are made poorly or improperly.
  - explain my legal recourse if the owner of the dwelling I rent fails to keep the building adequately maintained.
- Demonstrate my knowledge of creating an effective home environment, including:
  - Analyzing the physical elements to be considered in planning and decorating a room (placement of windows, heating system, room dimensions, etc.).
  - Analyzing the non-physical elements to be considered in home design (use by children, aged, or handicapped, cleaning and preservation of decor, flexibility, family values, etc.).
  - Analyzing the resources currently available (existing furniture, carpeting, accessories, etc.).
  - Determining possible changes or additions and the consequences of each.
  - Creating original home designs.
  - Describing ways in which the major design elements (color, light, space) can be used to alter room appearance.

  - Selecting and arranging products which reflect the above considerations.
  - Identifying aesthetic guidelines for evaluating and formulating design (i.e., balance, proportion, emphasis).
- Research products or materials with which I am unfamiliar.
- Research architectural and/or home furnishing periods of historical or regional interest.
- Manage yard and garden care (see Home Horticulturist).
- Maintain, diagnose problems, and repair motorized equipment (lawn mower, automobile, etc.), or electric appliances (blender, toaster, lamps, etc.).
- Prevent conditions which increase the potential for fire or other hazardous situations (worn wiring, spilled flammable liquids, crowded stairs, etc.).
- Selecting products which will not present hazards.
- Prepare my family to handle various emergencies which may occur (tornado, fire, hurricane, etc.).

This list is not a complete description of the skills which a home designer and maintainer may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME CLOTHING AND TEXTILE SPECIALIST

A home clothing and textile specialist is responsible for planning, providing, and caring for wearing apparel (fabric, fur, jewelry, etc.) and textile products found in the home (curtains, slipcovers, wall hangings, etc.).

As a home clothing and textile specialist, I can:

- Demonstrate knowledge of the properties of various kinds of fabrics and materials used in the home or for wearing apparel by describing:
  - Care and maintenance properties (cleaning, wear, vulnerability to stains or heat, etc.)
  - Pliability and structure
  - Differences in method of production
  - Relative costs
  - Terms used to describe these materials or their properties

- Analyze the wearing apparel needs of people taking into consideration such factors as age, figure, size, budget, kind and level of activities, fashion, and individual differences and interests.

- Demonstrates skills used in producing clothing or home textile products by:
  - Using patterns, according to accepted standards, to make clothing or other home textile products.
  - Making alterations of patterns or merging two or more patterns to make clothing or other home textile products.
  - Creating my own patterns from which to make clothing or other home textile products.
  - Describing proper use and maintenance of tools and equipment used in textile construction (sewing machine, loom, etc.).
  - Describing the process I use to create, design, and implement a textile related idea.
  - Using a variety of different techniques in my specialty (embroidering, leather work, tailoring, spinning, weaving, macrame, knitting, crocheting, upholstering, etc.).

  - Showing how different fibers produce different effects.
  - Describing ways of determining the kind of results which occur when different techniques, colors and materials are combined.

- Demonstrate skills and knowledge related to maintenance of wearing apparel and home textile products including:
  - Describing proper cleaning or preserving procedures.
  - Describing procedures for altering, mending, and/or remodeling.
  - Describing storage considerations.

- List and explain terms used in my specialty area (warp, skein, bias, flat fell seam, etc.).

- Discuss the history of my specialty and describe how methods and materials have changed.

- Identify the technique, period, and origin of various textile and/or clothing samples.

This list is not a complete description of the skills which a home clothing and textile specialist may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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HOME HORTICULTURIST

A home horticulturist is concerned with the practical aspects of growing (procuring, planting, maintenance, etc.) of trees, fruits, vegetables, flowers, and ornamental plants.

As a home horticulturist, I can:

- Demonstrate my knowledge of the environmental influences which affect plant growth by:
  - Describing the properties of various kinds of soil including:
    - how to test the soil
    - how to change soil properties
    - the kind of plants which need or provide various soil properties
    - how to improve soil drainage or prevent erosion
    - how to get assistance with soil problems
    - how to mix fertilizers appropriately
    - how to prepare compost or alter the soil properties organically
    - how to prepare soil prior to planting
    - how to maintain soil after the growing season - if outdoors
    - how to explain any tools frequently used in soil work
  - Describing methods of providing an optimum environment for the various kinds of plants I grow (moisture in the air, lighting, temperature, etc.).
  - Describing methods of protecting plants from the adverse effects of environmental influences which I can't alter.

- Demonstrate my knowledge of the biological functioning of plants by:
  - Naming all the parts of various kinds of plants and the function they serve for the plant.
  - Describing the process by which a plant gets its nourishment.
  - Describing the process of regeneration for various kinds of plants.
  - Describing the classification system used in ordering plants into groups.

- Demonstrate my knowledge of planting and transplanting procedures by:
  - Identifying the special care to be taken while transporting and transplanting a tree, shrub, or plant.

  - Describing the qualities of a plant to be considered prior to purchasing or transplanting.
  - Describing the growing season of various plants and how to determine when and where to plant seeds or seedlings.
  - Selecting appropriately between the varieties of plants or seeds available to me.
  - Demonstrating planting techniques
  - Selecting containers appropriate for various types of ornamental and/or indoor plants.
- Demonstrate my knowledge of hazards affecting plants and how to remedy them by:
  - Describing the differences between animals and insects which are harmful to the plants I grow and those which directly or indirectly help the plant I grow (bees and cross pollination, lady bugs which eat aphids which eat leaves, etc.).
  - Detecting and diagnosing plant damage effectively .
  - Preventing damage to plants from insects and animals by using organic and/or inorganic methods.
  - Using various methods of weed control.
  - Describing the cost effectiveness aspects of the various methods of insect and weed control described above.
  - Describing the resources available to me to obtain assistance with these kinds of problems.
  - Using and explaining any tools or materials used in pest or weed control.
- Demonstrate my knowledge of plant maintenance by:
  - Arranging my resources to allow for optimum plant maintenance.
  - Diagnosing a need for a change in maintenance procedures and proceeding to test my diagnosis.
  - Providing the care that various different plants need for optimum growth.
  - Harvesting effectively.
- Demonstrate my knowledge of a particular method or part of a method of growing or caring for plants (organic gardening, creating hybrids, etc.).

- Demonstrate my indepth knowledge of a particular kind of plant and its care.

- Demonstrate knowledge of harvesting vegetables, fruits, and flowers.

- Demonstrate my knowledge of the proper care for plant products (flowers once they have been cut; vegetables once they have been harvested).

- Demonstrate knowledge and techniques of plant pruning:
  - facilitating growth and/or flowering
  - seasonally
  - after transplanting
  - for ornamental effects

- Demonstrate my knowledge and skills as a landscape architect, including:
  - Evaluating and planning growing space based on needs and use
  - Selecting trees, plants, paving, etc., appropriate to the site and use
  - Changing outdoor areas in accordance with changing capabilities for care and maintenance
  - Changing outdoor areas in accordance with changing use
  - Evaluating plants, trees, shrubs, etc., before purchase for their suitability to climate, location, growing conditions, etc.
  - Determining the cost of implementing and maintaining a given landscape plan.

This list is not a complete description of the skills which a home horticulturist may have acquired. The space below is provided for you to list some of the other competencies which you have acquired:

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APPENDIX B

CATALYST NATIONAL NETWORK OF LOCAL RESOURCE CENTERS

catalyst NATIONAL NETWORK OF LOCAL RESOURCE CENTERS

ALABAMA

UNIVERSITY OF ALABAMA
Counseling Service
Building 1 - 2nd floor
University Station—UAB
Birmingham, Alabama 35294
(205) 934-5065
Monday-Friday, 8:30 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, personal and emotional counseling
No fees

ARIZONA

UNIVERSITY OF ARIZONA
Student Counseling Service
Old Main
Tucson, Arizona 85721
(602) 884-4458
Monday-Friday, 8:00 a.m. to 12:00 p.m.
1:00 p.m. to 5:00 p.m.; Tues., Wed., 6:30 p.m. to 9:00 p.m. at Continuing Educational Office
Official college office
Restricted to students
Educational and career counseling, and personal and marital counseling, continuing education courses
No fees

CALIFORNIA

ADVOCATES FOR WOMEN, INC.
256 Sutter, 6th floor
San Francisco, Calif. 94108
(415) 495-6750
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Independent non-profit agency
Career counseling, job referral, placement
No fees

AMERICAN RIVER COLLEGE
College Opportunity Center
4700 College Oak Drive
Sacramento, California 95841
(916) 484-8391
Monday-Friday, 8:30 a.m. to 4:00 p.m.
Official college office
Educational and career counseling, continuing education courses, job referral
No fees

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Career Development & Placement Center
6000 J Street
Sacramento, Calif. 95819
(916) 454-6231
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office. Restricted to students and alumnae
Educational and career counseling, job referral, placement. Continuing education courses
No fees

CALIFORNIA (cont.)

THE CENTER FOR ACHIEVEMENT PLANNING
251 S. Lake Avenue
Pasadena, California 91101
(213) 793-1752
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Independent, private agency
Educational and career counseling, job referral
Fees vary

THE CLAREMONT COLLEGES
Special Academic Programs and Office for Continuing Education
Harper Hall 160
Claremont, Calif. 91711
(714) 626-8511 Ext. 3660
Monday-Friday, 9:00 a.m. to 5:00 p.m.
College-sponsored office
Educational and career counseling, job referral, continuing education courses
Registration fee

CREATIVE RESOURCES FOR WOMEN
601 Market Street
San Diego, California 92101
(714) 234-6493
Monday-Friday, 9:00 a.m. to 5:00 p.m., by appointment
Educational and career counseling, job referral, continuing education courses, personal financial amanagement Fees vary

CROSSROADS INSTITUTE FOR CAREER DEVELOPMENT
2718 Telegraph Avenue
Berkeley, California 94705
(415) 848-0698
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent non-profit agency
Educational and Career counseling
Fees vary

CYPRESS COLLEGE
Career Planning Center
9200 Valley View Street
Cypress, Calif. 90630
(714) 826-2220 Ext. 221
Monday-Friday, 8:00 a.m. to 4:00 p.m.
Monday-Thursday, 6:00 p.m. to 9:00 p.m.
(Summer hours vary, check with CPC office.)
College courses
Job search assistance. Child care for students
No fees

FOOTHILL COLLEGE
Continuing Education for Women
12345 El Monte
Los Altos Hills, Calif. 94002
(415) 948-8590 Ext. 363
Monday-Friday, 10:00 a.m. to 3:00 p.m.
Official college office
Educational and career counseling, job referral, continuing education courses
No fees

ANITA GOLDFARB
18340 Ventura Boulevard, #218
Tarzana, California 91356
(213) 881-6760
Monday-Friday, 9:30 a.m. to 4:00 p.m.
Independent, private office
Educational and career counseling, class in decision-making and confidence training
Fees vary

CALIFORNIA (cont.)

LOS ANGELES VALLEY COLLEGE
Center for New Directions
5800 Fulton Avenue
Van Nuys, California 91401
(213) 785-3955
Monday-Friday, 9:00 a.m. to 3:00 p.m.
Official college office
Educational and career counseling, job referral, labor market information, special workshops
Fees vary

MILLS COLLEGE
Center for Career & Life Planning
Oakland, Calif. 94613
(415) 632-2700 Ext. 216
Monday-Friday, 8:30 a.m. to 5:00 p.m.
Official college office
Restricted to students and alumnae
Educational and career counseling, job referral and placement
No fees

NEW WAYS TO WORK
457 Kingsley Avenue
Palo Alto, Calif. 94301
(415) 321-9675
Monday-Thursday, 9:00 a.m. to 4:00 p.m.
Wednesday evening until 7:30 p.m.
Non-profit vocational resource
Career counseling, job referral, specializing in new employment practices

RESOURCE CENTER FOR WOMEN
499 Hamilton Ave., Suite 204
Palo Alto, Calif. 94301
(415) 324-1710
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Saturday, 9:00 a.m. to 1:00 p.m.
Independent non-profit agency
Educational, vocational counseling, employment, and information/referral

SAN FRANCISCO STATE UNIVERSITY
Career Resources Center
1600 Holloway
San Francisco, California 94132
(415) 469-1761
Monday-Friday, 10:00 a.m. to 5:00 p.m.
one evening a week
Official college office
Educational and career counseling, continuing educational courses, job referral
Fees vary

SAN JOSE STATE UNIVERSITY
Student Services Advisement Program
San Jose, Calif. 95192
(408) 277-2189)
Monday-Thursday, 8:00 a.m. to 8:00 p.m.
Friday, 8:00 a.m. to 5:00 p.m.
Official college program
Educational and career counseling, continuing education courses, referral to other services
No fees

UNIVERSITY OF CALIFORNIA, BERKELEY
Women's Center
T-9 Building
Berkeley, California 94720
(415) 642-4786
Monday-Friday, 9:00 a.m. to 5:00 p.m.
College sponsored office
Educational and career counseling, research library
No fees

CALIFORNIA (cont.)

UNIVERSITY OF CALIFORNIA EXTENSION, IRVINE
The Women's Opportunities Center
Irvine, Calif. 92664
(714) 833-7128
Monday-Friday 10:00 a.m. to 4:00 p.m.
College sponsored office
Educational and career counseling, continuing educational courses
Fee $10 membership

WOMAN'S WAY
412 Red Hill Avenue
San Anselmo, California 94960
(415) 453-4490
Monday-Friday, 9:30 a.m. to 5:00 p.m.
Independent non-profit organization
Support groups, career counseling, pre-vocational counseling, continuing education courses, job referral
Fees vary

COLORADO

BOULDER COUNTY WOMEN'S RESOURCE CENTER
2750 Spruce Street
Boulder, Colorado 80302
(303) 447-9670
Monday, Tuesday, Thursday, 9:00 a.m. to 9:00 p.m.
Wednesday, Friday, 9:00 a.m. to 5:00 p.m.
Independent, nonprofit office
Career counseling, continuing education courses, job referral and placement
Emergency housing, programs and workshops
No fees

VIRGINIA NEAL BLUE CENTER FOR COLORADO WOMEN
COLORADO SPRINGS BRANCH
25 North Spruce Street
Colorado Springs, Colorado 80905
(303) 471-3170
Monday-Friday, 8:00 a.m. to 5:00 p.m.
INdependent, government funded agency, non-profit. Educational and career counseling, job Referral and placement. No fees.

CONNECTICUT

ALBERTUS MAGNUS COLLEGE
Life Career Development Center
700 Prospect Street
New Haven, Connecticut 06511
(203) 777-3363
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, personal counseling, continuing education courses, referral and placement, special workshops
Fees vary

CONNECTICUT COLLEGE
Career Counseling and Placement
New London, Conn. 06320
(203) 442-5391 Ext. 218
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Offical college office
Educational and career counseling, job referral, placement
No fees

INFORMATION & COUNSELING SERVICE FOR WOMEN
301 Crown Street, P.O. Box 5557
New Haven, Conn. 06520
(203) 436-8242
Five days a week by appointment only
Independent non-profit agency
Career counseling, education and employment information, job referral
Registration fees, fees for career events

CONNECTICUT (cont.)

CAREER AND EDUCATIONAL COUNSELING CENTER OF THE STAMFORD WYCA
422 Summer Street
Stamford, Conn. 06901
(203) 348-7727
Monday-Friday, 9:00 a.m. to 5:00 p.m. and by appointment
National organization
Educational and career counseling, adult education courses, vocational counseling, testing, resumes
Registration Fee

DELAWARE

McELROY & DOBAN, INC.
2807 Concord Pike
Wilmington, Del. 19803
(302) 478-9390
Monday-Friday, 8:30 a.m. to 5:00 p.m.
Independent private agency
Career counseling, job referral, resume preparation, placement
No registration fee
Placement fee individually negotiated

DISTRICT OF COLUMBIA

GEORGE WASHINGTON UNIVERSITY
Continuing Education for Women
2130 H Street, N.W., Suite 621-624
Washington, D.C. 20052
(202) 676-7036
Monday-Friday, 9:00 a.m. to 5:00 p.m. Other hours arranged
College sponsored
Group and individual educational and career counseling, credit and noncredit courses, career-training programs, job referral. Day and evening classes
Fees vary

FLORIDA

STETSON UNIVERSITY
Counseling Center
DeLand, Florida 32720
(904) 734-4121, Ext. 335
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Official college office
Educational and career counseling, continuing education courses
No registration fee. Other fees vary

VALENCIA COMMUNITY COLLEGE
Center for Continuing Education for Women
P.O. Box 3028
Orlando, Florida 32802
(305) 423-4813
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent non-profit organization with Valencia Community College
Educational and career counseling, adult education courses, testing
No fees

GEORGIA

KENNESAW JUNIOR COLLEGE
Office of Counseling & Placement
P.O. Box 444
Marietta, Georgia 30061
(404) 422-8770, Ext. 203
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Tuesday-Thursday, 8:00 a.m. to 8:30 p.m.
Official college office. Restricted to students
Educational and career counseling, job referral and placement, continuing education courses
No registration fee. Other fees vary

ILLIONIS

AFFIRMATIVE ACTION CONSULTANTS, INC
P.O. Box 93A
Wheeling, Illinois 60090
(312) 459-0145
Monday-Saturday, Flexible hours
Independent, private agency
Educational and career counseling, continuing education courses, workshops. EEO consultations with employers
No fees

APPLIED POTENTIAL
Box 19
Highland Park, Ill. 60035
(312) 432-0620
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Non-profit educational corporation
Professional counselors
Educational, career and personal counseling
No registration fee. Other fees vary

FLEXIBLE CAREERS
37 South Wabash Avenue, Suite 703
Chicago, Ill. 60603
(312) 263-2488 or 2514
Monday, Tuesday, Wednesday, Friday 10:30 a.m. to 2:30 p.m.
Independent non-profit organization
Career Information Center Library
Job Development Project
$15 Registration fee for three months of service

MORAINE VALLEY COMMUNITY COLLEGE
Adult Career Resources Center
10900 South 88th Avenue
Palos Hills, Ill. 60465
(312) 974-4300
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Tuesday, Wednesday, Thursday, 9:00 a.m. to 9:00 p.m.
Official college office
Educational, career and personal counseling
No registration fee

OAKTON COMMUNITY COLLEGE
Adult Career Resource Center
7900 N. Nagle
Morton Grove, Illinois 60053
(312) 967-5120, Ext. 350
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Evenings and weekends vary
College sponsored
Educational and career counseling, testing, and continuing education courses
Free counseling to district residents, other fees vary

SANGAMON STATE UNIVERSITY
Advising and Counseling Center
Springfield, Illinois 62708
(217) 786-6600
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office. Restricted to students
Educational and career counseling, job referral and job placement
No fees

SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE
General Studies Division
Edwardsville, Ill. 62025
(618) 692-2242
Monday-Friday, 8:00 a.m. to 5:00 p.m.
College sponsored office
Educational and career counseling, continuing education courses, women's awareness and personal effectiveness training
No fees for counseling

ILLINOIS (cont.)

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN
Office for Women's Resources and Services
346 Student Services
610 East John Street
Champaign, Ill. 61820
(217) 333-3137
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling
No fees

WOMEN'S EMPLOYMENT COUNSELING CENTER
Y.W.C.A.
40 East Main Street
Champaign, Illinois 61820
(217) 344-0721
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent, nonprofit office
Educational and career counseling, job referral and placement
No fees

WOMEN'S INC.
15 Spinning Wheel Rd., Suite 14
Hinsdale, Ill. 60521
(312) 325-9770
Monday-Saturday, 9:00 a.m. to 9:00 p.m.
Independent private agency
Educational and career counseling, job referral and placement
No registration fee. Other fees vary.

INDIANA

BALL STATE UNIVERSITY
Student Services
Office of Admissions
Muncie, Indiana 47306
(317) 285-4248
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office. Educational and career counseling, continuing education courses, labor market information, consulting, special workshops
No fees

INDIANA UNIVERSITY
Continuing Education for Women
Owen Hall
Bloomington, Indiana 47401
(812) 337-1684
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing education courses
Fees vary

INDIANA UNIVERSITY/PURDUE UNIVERSITY
Counseling and Academic Development Division
2101 Coliseum Boulevard East
Student Union, Room 113
Fort Wayne, Indiana 46805
(219) 482-5393
Monday-Friday, 8:00 a.m. to 12:00 noon
1:00 p.m. to 5:00 p.m.
College sponsored office
Educational and career counseling, continuing education courses, job referral
Fees vary

INDIANA UNIVERSITY/
PURDUE UNIVERSITY
AT INDIANAPOLIS
Continuing Education Center for Women
1301 East 38th Street
Indianapolis, Indiana 46205
(317) 923-1321
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Evening hours available by appointment
Official college office
Educational and career counseling, personal growth, awareness and support courses
Fees vary. Sliding scale for counseling

PURDUE UNIVERSITY
University Center for Women
2101 Coliseum Blvd. East
Fort Wayne, Indiana 46805
(219) 482-5527
Monday-Friday, 8:00 a.m. to 12:00 noon
College sponsored office
Educational and career counseling, continuing education courses, job referral
Fees vary

ST. MARY'S COLLEGE
Career Development Center
Notre Dame, Indiana 46556
(219) 284-4431
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Restricted to students and alumnae
Educational and career counseling
No fees

WOMAN ALIVE! INC.
YWCA
229 Ogden Street
P.O. Box 1121
Hammond, Indiana 46325
(219) 931-2922
Wednesdays (or by appointment)
Independent non-profit agency
Educational and career counseling, continuing education workshops
Fees vary

IOWA

DRAKE UNIVERSITY
Job and Education Referral Center
2700 University Avenue
Des Moines, Iowa 50311
(515) 271-2181
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Women's Community and Life Planning Center
Educational and career counseling, continuing education courses
No fee for individual counseling
Fee for group sessions

UNIVERSITY OF IOWA
University Counseling Center
Iowa Memorial Union
Iowa City, Iowa 52242
(319) 353-4484
Monday-Friday, 8:00 a.m. to 5:00 p.m.
College sponsored office
Educational, vocational and personal counseling
Fees vary for non-students

WOMEN'S WORK
820 First National Building
Davenport, Iowa 52801
(319) 326-6249
Monday-Friday, 9:00 a.m. to 4:00 p.m.
Independent, private agency
Affirmative action employment recruiting and placement
Job counseling
Employer paid placement fees only
Counseling fees vary

KANSAS

UNIVERSITY OF KANSAS
Adult Life Resource Center
Division of Continuing Education
Lawrence, Kansas 66045
(913) 864-4794
Monday-Friday, 8:00 a.m. to 5:00 p.m.
After hours by appointment
College sponsored
Educational and career counseling, continuing education, Adult Life Cycle Workshop. Free Inward WATS information service for Kansans 1-800-532-6772
Fees vary

MARYLAND

BALTIMORE NEW DIRECTIONS FOR WOMEN
2517 N. Charles Street,
Baltimore, Maryland 21218
(301) 383-8570
Monday-Thursday, 10:00 a.m. to 2:00 p.m.
Non-profit private agency
Educational and career counseling, continuing education courses, job referral, placement, information center
No fees

COLLEGE OF NOTRE DAME OF MARYLAND
Continuing Education Center
4701 N. Charles Street
Baltimore, Maryland 21210
(301) 435-0100
Monday-Friday, 9:00 a.m. to 4:30 p.m.
College sponsored
Educational and career counseling, continuing education courses, weekend college, job referral
Fees vary

MASSACHUSETTS

CIVIC CENTER AND CLEARING HOUSE, INC.
14 Beacon Street
Boston, Mass. 02108
(617) 227-1762
Monday-Friday, 10:00 a.m. to 4:00 p.m.
Independent non-profit agency
Educational and career counseling, job information and referral
$15.00 fee for consultation of the Career and Vocational Advisory Service

MASSASOIT COMMUNITY COLLEGE
The Center for Women at Massasoit
290 Thatcher Street
Brockton, Massachusetts 02402
(617) 588-9100, Ext. 136
Tuesday and Wednesday, 10:00 a.m. to 3:00 p.m.
Tuesday, 6:00 p.m. to 8:00 p.m.
Thursday, 7:00 p.m. to 9:00p.m.
College sponsored office
Educational, career and personal counseling and continuing education courses
Fees vary

MIDDLESEX COMMUNITY COLLEGE
Widening Opportunity Research Center
Division of Continuing Education
P.O. Box T
Bedford, Mass. 01730
(617) 275-1590
Monday-Friday, 9:00 a.m. to 2:00 p.m.
College sponsored office
Educational and career counseling, continuing education courses
Fees vary

RESOURCE CENTER FOR
EDUCATIONAL OPPORTUNITIES
19 Fort Hills Street
Hingham, Massachusetts 02043
(617) 749-7445
Monday-Friday, 9:30 a.m. to 11:30 a.m.,
Wednesday and Friday, 3:00 p.m. to 4:00 p.m.
and by appointment
Branch action project of American Association of University Women. Educational and career counseling, continuing education courses
No fees

SMITH COLLEGE
Vocational Office
Pierce Hall
Northampton, Mass. 01060
(413) 584-2700
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Official college office
Educational and career counseling
No fees

MASSACHUSETTS (cont.)

WHY NOT? PROGRAM
Y.W.C.A.
2 Washington Street
Worcester, Mass. 01608
(617) 791-3181
Monday-Friday, 9:00 a.m. to 5:30 p.m.
National organization
Educational and career counseling, assertive training, personal growth groups
Fees vary

WOMEN'S EDUCATIONAL & INDUSTRIAL UNION
Career Services
356 Boylston Street
Boston, Mass. 02116
(617) 536-5651
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent non-profit agency
Career counseling, job referral and placement
No registration fee. Placement fees vary.

MICHIGAN

EVERY WOMAN'S PLACE
942 Terrace Street
Muskegon, Michigan 49440
(616) 722-4811
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent nonprofit agency
Educational and career counseling, job referral and placement
No fees.

MACOMB COUNTY COMMUNITY COLLEGE
Women's Resource Center
14500 Twelve Mile Road
Mt. Clemens, Michigan 48093
(313) 779-7417
Monday-Friday, 8:30 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing education courses
Fees vary

MICHIGAN TECHNOLOGICAL UNIVERSITY
Center for Continuing Education
Houghton, Mich. 49931
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing education courses
No registration fee. Other fees vary.

MONTCALM COMMUNITY COLLEGE
Area Guidance Center
Career Guidance Model
Sidney, Michigan 48885
(517) 328-2111
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Evenings by appointment
College sponsored office
Education and career counseling
No fees.

C.S. MOTT COMMUNITY COLLEGE
Guidance Services and Counseling Division
1401 East Court Street
Flint, Michigan 48503
(313) 235-7541, Ext. 623
Monday-Thursday, 8:00 a.m. to 8:30 p.m.
Friday, 8:00 a.m. to 4:30 p.m.
Official college office
Educational and career counseling, job referral and placement, health counseling and vocational testing
Continuing education courses
$14.00 for 16 two-hour sessions

NORTHERN MICHIGAN UNIVERSITY
Women's Center for Continuing Education
Marquette, Michigan 49855
(906) 227-2219
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Official college office
Educational and career counseling, job referral, continuing education courses
Fees vary

MICHIGAN (cont.)

OAKLAND UNIVERSITY
Continuum Center for Adult Counseling and Leadership Training
Rochester, Michigan 48063
(313) 377-3033
Monday-Friday, 8:00 a.m. to 5:00 p.m.
College affiliated
Personal, educational and career counseling, continuing education courses
Fees vary

WESTERN MICHIGAN UNIVERSITY
Center for Women's Services
BG 19 Ellsworth Hall
Kalamazoo, Michigan 49008
(616) 383-6097
Monday-Friday, 8:00 a.m. to 3:00 p.m.
Official college office
Educational and career counseling, continuing education courses
Fees vary

WOMEN'S RESOURCE CENTER
226 Bostwick N.E.
Grand Rapids, Michigan 49503
(616) 456-8571
Monday, 9:00 a.m. to 8:00 p.m.
Tuesday-Friday, 9:00 a.m. to 5:00 p.m.
Independent non-profit agency
Educational and career counseling
job referral
Fees vary

MINNESOTA

HAMLINE UNIVERSITY
Career Studies and Placement Center
1536 Hewitt Avenue
St. Paul, Minnesota 55104
(612) 641-2302
Monday-Friday, 8:15 a.m. to 4:30 p.m.
Official college office. Restricted to alumnae and students of Hamline
Educational and career counseling, job referral and placement
No fees

SOUTHWEST STATE UNIVERSITY
Personal Development Center
268 CAB
Marshall, Minnesota 56258
(507) 537-7150
Monday-Friday, 8:00 a.m. to 4:30 p.m.
Evening schedule varies
Official college office
Educational and career counseling, job referral and placement, continuing education courses
Placement fee only

UNIVERSITY OF MINNESOTA
Minnesota Women's Center
306 Walter Library
Minneapolis, Minnesota 55455
(612) 373-3850
Monday-Friday, 7:45 a.m. to 4:30 p.m.
Official college office
Educational and career counseling
No fees

MISSISSIPPI

MISSISSIPPI STATE UNIVERSITY
Placement and Career Information Center
Drawer P
Mississippi State, Mississippi 39762
(601) 325-3346
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, job referral and placement, labor market information, special workshops
No fees

MISSOURI

UNIVERSITY OF MISSOURI, KANSAS CITY
The Women's Resource Service
5325 Rockhill Road
Kansas City, Missouri 64110
(816) 276-1442
Monday-Friday, 10:00 a.m. to 2:00 p.m.
Official college office
Educational and career counseling, job referrals, continuing education courses
No fees

UNIVERSITY OF MISSOURI, ST. LOUIS
Extension Division—Women's Programs
8001 Natural Bridge Road
St. Louis, Missouri 63121
(314) 453-5961
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, adult education courses, limited job referral
No registration fee. Other fees vary.

WASHINGTON UNIVERSITY
Continuing Education for Women
Box 1099
St. Louis, Missouri 63130
(314) 863-0100, Ext. 4261
Monday-Friday, 8:30 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing education courses, credit and non-credit
Fees vary

MONTANA

MONTANA STATE UNIVERSITY
Focus on Women
211 Montana Hall
Bozeman, Montana 59715
(409) 994-3381
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, personal counseling, assertiveness trraining, continuing education courses, referral and placement, special workshops
No fees

NEW JERSEY

ADULT SERVICE CENTER
9 Waughaw Road
Towaco, New Jersey 07082
(201) 335-4009, 335-4420
Mon., Tues., Thurs., Fri.
9:00 a.m. to 1:00 p.m.
Wed., 7:00 p.m. to 10:00 p.m.
Independent nonprofit agency
Community Education Program
Educational and career counseling, continuing education courses
No fees

BERGEN COMMUNITY COLLEGE
Community Counseling Service
295 Main Street
Hackensack, N.J. 07601
(201) 489-1556
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Evening hours by appointment
College sponsored office
Educational and career counseling, adult education courses
No fees

CALDWELL COLLEGE
Career Planning and Placement
Caldwell, N.J. 07006
(201) 228-4424, Ext. 60
Monday-Friday, 9:00 a.m. to 4:30 p.m.
College-sponsored office
Educational and career counseling, limited job referral
No fees

NEW JERSEY (cont.)

DOUGLASS COLLEGE
Douglass Advisory Services for Women
Rutgers Women's Center
132 George Street
New Brunswick, New Jersey 08903
(201) 932-9603
Monday-Friday, 9:00 a.m. to 12 noon, 1:00 p.m. to 4:00 p.m.
Educational and career counseling
No fees

DREW UNIVERSITY
Career Planning and Placement Center
Madison, New Jersey 07940
(201) 377-3000
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing education courses, job referral and placement
No fees

FAIRLEIGH DICKINSON UNIVERSITY
Center for Women
Madison Avenue
Madison, New Jersey 07940
(201) 377-4700, Ext. 377
Monday-Friday, 9:00 a.m. to 5:00 p.m.
College sponsored
Educational and career counseling, continuing education courses, job referral
No fees

JERSEY CITY STATE COLLEGE
The Women's Center
70 Audubon
Jersey City, New Jersey 07305
(201) 547-3189
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing education courses
No fees

JEWISH VOCATIONAL SERVICE
454 William Street
East Orange, N.J. 07017
(201) 674-6330
Five days, thirty-seven hours
Independent, non-profit office
Educational and career counseling, job referral and placement
Fees vary

KEAN COLLEGE OF NEW JERSEY
Eve
Administration Building
Union, N.J. 07083
(201) 527-2210
Monday-Friday, 8:30 a.m. to 4:30 p.m.
College sponsored
Educational and career counseling, job listings
No registration fee. Other fees vary

MONTCLAIR STATE COLLEGE
Women's Center
Upper Montclair, N.J. 07405
(201) 893-5106
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Evenings by appointment
College-sponsored office
Educational and career counseling
No fees, except for some workshops

REACH, INC.
Box 33
Convent Station, N.J. 07961
(201) 267-2530
Monday-Friday, 9:00 a.m. to 12:00 noon
Independent non-profit office
Educational and career counseling, job referral
Fees vary

NEW JERSEY (cont.)

RUTGERS UNIVERSITY
Counseling and Career Development Center
53 Washington Street
Newark, New Jersey 07102
(201) 648-5312, 5313
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Official college office. Career and personal counseling, placement, internships, part-time/job sharing placement, special workshops
No fees

THE PROFESSIONAL ROSTER
5 Ivy Lane
Princeton, N.J. 08540
(609) 921-9561
Monday-Friday, 10:00 a.m. to 1:00 p.m.
Independent, non-profit organization
Educational and career counseling, job referral
No fees

NEW YORK

ACADEMIC ADVISORY CENTER FOR ADULTS
Turf Avenue
Rye, New York 10580
(914) 967-1653
Monday-Thursday, 9:00 a.m. to 4:00 p.m., some evenings
Educational and career counseling, continuing education information
Fees vary

BARBRA HOLT ASSOCIATES, INC.
527 Madison Avenue
New York, New York 10022
(212) 758-2906
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent, private agency
Educational and career counseling, executive recruitment and search, job placement
Fees vary

BARNARD COLLEGE
Placement and Career Planning Office
606 West 120th Street
New York, N.Y. 10027
(212) 280-2033
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office. Restricted to alumnae
Career counseling, job referral, placement
Registration fee

CAREER SERVICES FOR WOMEN, INC.
382 Main Street
Port Washington, N.Y. 11050
(516) 883-3815
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent non-profit agency
Educational and career counseling, job referral
Fees vary

HOFSTRA UNIVERSITY
Counseling Center
Hempstead, New York 11550
(516) 560-3565
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Monday & Thursday, 6:00 p.m. to 10:00 p.m.
Official college office
Educational and vocational counseling, testing, continuing education courses
Fees vary

HUNTER COLLEGE
Career Counseling and Placement
Room 1601, 505 Park Avenue
New York, N.Y. 10022
(212) 360-2874
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office. Restricted to alumnae
Career counseling, job referral, placement
No fees
Ellen Morse Tischman Memorial Seminars, career counseling workshops. Not restricted to alumnae. Fee

NEW YORK (cont.)

KINGSBOROUGH COMMUNITY COLLEGE
Office of Career Counseling and Placement
Brooklyn, New York 11235
(212) 934-5115
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office,
Educational and career counseling, job referral and placement
No fees

JANICE LaROUCHE ASSOC.
Career Workshops for Women
333 Central Park West
New York, N.Y. 10025
(212) MO 3-0970
Monday-Saturday, 9:00 a.m. to 5:00 p.m.
Independent private agency
Career counseling and assertiveness training
No registration fee. Other fees vary

KINGSBOROUGH COMMUNITY COLLEGE
Office of Career Counseling and Placement
Brooklyn, New York 11235
(212) 934-5115
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office,
Educational and career counseling, job referral and placement
No fees

MARYMOUNT COLLEGE
Career Development Office
Tarrytown, New York 10591
(914) 631-3200
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Career counseling, continuing education courses. Referral and job placement for students and alumnae only
Counseling fee

MERCY COLLEGE
Career Counseling & Placement Office
555 Broadway
Dobbs Ferry, N.Y. 10522
(914) 693-4500
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Evenings by appointment
Official college office
Career counseling
Fees

MORE FOR WOMEN, INC.
52 Gramercy Park No.
New York, N.Y. 10010
(212) 674-4090
Monday-Friday, 9:00 a.m. to 9:00 p.m.
Saturday, 9:00 a.m. to 4:00 p.m.
Independent private agency
Educational and career counseling, workshops
Fees vary

NEW SCHOOL FOR SOCIAL RESEARCH
Human Relations Work-Study Center
66 West 12th Street
New York, New York 10011
(212) 741-5684, 5, 6
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Educational counseling, continuing education courses. Special training for human services
Fees vary

NYCTI'S EDUCATIONAL & CAREER HEADQUARTERS
225 Park Avenue South, Suite 505
New York, New York 10003
(212) 677-3800, 04, 05
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Non-profit organization
Educational and career counseling, continuing education courses
No fees

NEW YORK (cont.)

ORANGE COUNTY COMMUNITY COLLEGE
Women's Program
Office of Community Services
115 South Street
Middletown, N.Y. 10940
(914) 343-1614
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Educational counseling, continuing education courses
Fees vary

PACE UNIVERSITY
NEW DIRECTIONS FOR WOMEN
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Educational counseling
No fees

Pleasantville Campus
Bedford Road
Pleasantville, New York 10570
(914) 769-3200, ext. 224

New York Campus
Pace Plaza
New York, N.Y. 10038
(212) 285-3688

PERSONNEL SCIENCES CENTER
52 Vanderbilt Avenue
(opp. Pan Am Building)
New York, New York 10017
(212) 684-5300
Monday-Saturday, 9:00 a.m. to 5:00 p.m.
Independent private agency
Educational and career counseling
Fees vary

REGIONAL LEARNING SERVICE OF CENTRAL NEW YORK
405 Oak Street
Syracuse, New York 13203
(312) 425-5262
Monday-Friday, 9:00 a.m. to 9:00 p.m.
Independent non-profit agency
Educational and career counseling, educational courses
Registration fees vary

RUTH SHAPIRO ASSOCIATES
Career Development and Self-Marketing Workshops
200 East 30th Street
New York, New York 10016
(212) 889-4284
Monday-Saturday, 9:00 a.m. to 5:00 p.m.
Monday and Wednesday evening groups
Independent, private agency. Workshops, individual career counseling, testing, free job referral
Fees vary

SUNY AT BUFFALO
University Placement and Career Guidance
Hayes Annex "C" Room 6
3435 Main Street
Buffalo, New York 14214
(716) 831-5291
Monday-Friday, 8:30 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, job referral and placement

SUNY AT STONY BROOK
Mid-Career Counseling Center
166 Humanities
Stony Brook, New York 11794
(516) 246-3304
Monday-Friday, 9:00 a.m. to 8:00 p.m.
Official college office
Educational and career counseling, continuing education courses
Fees vary

NEW YORK (cont.)

SYRACUSE UNIVERSITY/UNIVERSITY COLLEGE
Women's Center for Continuing Education
610 East Fayette Street
Syracuse, N.Y. 13202
(315) 423-3294
Monday-Friday, 9:00 a.m. to 5:00 p.m.
College sponsored office
Educational and career counseling, continuing education courses
No fees

VASSAR COLLEGE
Office of Career Planning
Poughkeepsie, N.Y. 12601
(914) 452-7000
Monday-Friday, 8:30 a.m. to 5:00 p.m.
Official college office. Restricted to alumnae
Educational and career counseling, job referral, placement. No fees

WOMEN'S CAREER CENTER, INC.
121 North Fitzhugh Street
Rochester, New York 14614
(716) 325-2274
Monday, Tuesday, Wednesday, Friday, 10:00 a.m. to 2:00 p.m.
Tuesday, Thursday, 5:30 p.m. to 9:30 p.m.
Independent, non-profit office
Educational and career counseling, job referral, special workshops
Fees vary

WONDERWOMEN EMPLOYMENT, INC.
3 Johnson Park
Buffalo, New York 14201
(716) 855-1327
Monday-Friday, 10:00 a.m. to 4:00 p.m.
Independent, private agency
Career counseling, job referral, job placement
Placement fees flexible

NORTH CAROLINA

DUKE UNIVERSITY
Office of Continuing Education
107 Bivins
Durham, N.C. 27706
(919) 684-6259
Monday-Friday 8:30 a.m. to 5:00 p.m.
Official college office.
Educational and career counseling, continuing education courses
No registration fee. Other fees vary

MEREDITH COLLEGE
Career Planning Center
Raleigh, North Carolina 27611
(919) 833-6461, Ext. 341
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office. Restricted to alumnae
Educational career counseling, job referral and placement, continuing education courses
No fees

SALEM COLLEGE
Lifespan Center
Lehman Hall, Box 10548, Salem Station
Winston-Salem, N.C. 27108
(919) 723-7961
Monday-Friday, 8:30 a.m. to 4:30 p.m.
College sponsored office
Lifespan planning, educational and vocational, personal and social conseling
Fees vary

OHIO

CENTER FOR CONTINUED LEARNING
194 S. Main Street
Bowling Green, Ohio 43402
(419) 372-0363
Monday-Friday, 9:00 a.m. to 5:00 p.m.
College sponsered office
Education and career counseling, adult education courses
Fees vary

OHIO (cont.)

CLEVELAND JEWISH VOCATIONAL SERVICE
13878 Cedar Road
University Heights, Ohio 44118
(216) 321-1381
Monday-Friday, 9:00 a.m. to 5:30 p.m.
Thursday, 9:00 a.m. to 6:40 p.m.
Independent non-profit agency
Educational and career counseling, job referral, placement
No registration fee. Other fees vary

CUYAHOGA COMMUNITY COLLEGE
Project Eve
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 241-5966
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Community service. College sponsored office
Individual educational and career counseling, no fee. Group series and programs.
Fees vary

UNIVERSITY OF AKRON
Office of Student Services
Akron, Ohio 44325
(216) 375-7909
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Educational and career counseling, lifespan planning, job referral, placement
No registration fee

WOMEN'S CAREER DEVELOPMENT CENTER
1040 East Monument Avenue
Dayton, Ohio 45402
(513) 223-6041
Monday-Friday, 8:30 a.m. to 5:00 p.m.
College sponsored and government agency
Educational and career counseling, job referral and placement. Special workshops.
No fees.

OKLAHOMA

WOMEN'S RESOURCE CENTER, INC.
207½ East Gray
P.O. Box 474
Norman, Oklahoma 73069
(405) 364-9424
Monday-Friday, 9:00 a.m. to 4:00 p.m.
Independent non-profit agency
Educational and career counseling, job referral and placement
$0-$10 sliding scale

PENNSYLVANIA

CEDAR CREST COLLEGE
Career Planning Office
and Women's Center
Allentown, Pa. 18104
(215) 437-4471
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Official college office and community center
Educational and career counseling, continuing education courses, job referral, alumnae placement
No fees for alumnae; other fees vary

INSTITUTE OF AWARENESS
YM-YWHA
401 South Broad Street
Philadelphia, Pa. 19147
(215) KI 5-4400
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent non-profit agency.
Adult education courses, special workshops, training programs.
Fees vary.

JOB ADVISORY SERVICE
Chatham College
Pittsburgh, Pa. 15232
(412) 441-6660, Ext. 256
Monday-Thursday 10:00 a.m. to 2:00 p.m.
Independent non-profit office
Job counseling and referral; workshops

PENNSYLVANIA (cont.)

OPTIONS FOR WOMEN
8419 Germantown Avenue
Philadelphia, Pa. 19118
(215) CH 2-4955
Monday-Friday, 9:30 a.m. to 5:00 p.m.
Evenings and Saturdays, Career Development Workshops for employed women.
Independent non-profit agency.
Educational and career counseling, job placement. Educational and business consulting, management awareness and career development seminars. Affirmative action consulting. Special programming for profit, non-profit and government organizations.
No registration fee. Other fees vary.

SWARTHMORE COLLEGE
Office of Career Counseling & Placement
Swarthmore, Pa. 19081
(215) KI 4-7900
Monday-Thursday, 9:30 a.m. to 3:00 p.m.
Official college office.
Educational and career counseling, job referral placement.
No fees.

TEMPLE UNIVERSITY
Career Services/Continuing Education for Women
Mitten Hall
Philadelphia, Pa. 19122
Monday-Friday, 8:30 a.m. to 4:30 p.m.
College sponsored offices.
(215) 787-7981 - Career Services.
Career counseling.
No counseling fee.
(215) 787-7602 - Continuing Education.
Educational counseling, continuing education courses.
No registration fee.

UNIVERSITY OF PENNSYLVANIA
Resources for Women
112 Logan Hall
Philadelphia, Pennsylvania 19174
(215) 243-5537
Monday-Friday, 9:30 a.m. to 12:30 p.m.
Career counseling center, no-fee job placement, resume help life-planning workshops.

VILLA MARIA COLLEGE
Career Counseling Center for Adult Women
2551 West Lake Road
Erie, Pa. 16505
(814) 838-1966
Monday-Friday, 9:00 a.m. to 4:00 p.m.
Official college office - Community Service.
Educational and career counseling, job referral, personal effectiveness workshops.
Fees vary.

WILSON COLLEGE
Office of Career Planning and Placement
Chambersburg, Pennsylvania 17201
(717) 264-4141
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office.
Educational and career counseling, job referral and placement.
No fees.

SOUTH CAROLINA

CONVERSE COLLEGE
Women's Center
Spartanburg, South Carolina 29301
(803) 585-6421
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office.
Educational and career counseling, job referral, placement.
Fees vary. Free to students and alumnae.

TENNESSEE

SCARRITT COLLEGE
Center of Women's Studies
1008 19th Avenue South
Nashville, Tennessee 37203
(615) 327-2706, Ext. 352
Monday-Friday, 8:00 a.m. to 4:30 p.m.
Official college office.
Life-planning, counseling for women in transition, displaced homemakers. Motivation counseling for under or unemployed.
Educational and career counseling, continuing education courses, workshops.
No fees except modest fee for some workshops.

WOMEN'S SERVICE OF KNOXVILLE, INC.
P.O. Box 384
Knoxville, Tennessee 37901
(615) 584-0092
Monday-Friday, 9:00 a.m. to 2:00 p.m.
Independent, private agency.
Educational and career counseling, therapy, job referral.
Fees vary.

TEXAS

FOSTER & WOOD ASSOCIATES, INC.
3511 Cedar Springs Road
Dallas, Texas 75219
(214) 522-0560
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Saturdays by appointment.
Independent, private agency.
Career counseling, assertiveness training, placement and recruitment consulting on affirmative action and management.
No fees.

THE UNIVERSITY OF TEXAS AT AUSTIN
Services for Returning Students
Office of the Dean of Students
Old Speech Building, #109
Austin, Texas 78712
(512) 471-1201
Monday-Friday, 8:00 a.m. to 5:00 p.m.
College sponsored office.
Educational and career counseling.
No fees.

THE UNIVERSITY OF TEXAS AT AUSTIN
Career Choice Information Center
Jester A115
Austin, Texas 78784
(512) 471-1217
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office.
Educational and career counseling, referral/job placement.
Interest tests, fees charged.

VOCATIONAL GUIDANCE SERVICE, INC.
2525 San Jacinto
Houston, Texas 77002
(713) 659-1800
Monday-Thursday, 8:30 a.m. to 7:00 p.m.
Friday, 8:30 a.m. to 5:00 p.m.
Non-profit organization.
Vocational counseling and testing, career development workshops for women, career resource center, job development and placement for hard-to-employ persons.
Fees based on a sliding scale.

WOMEN'S CENTER OF DALLAS
3107 Routh Street
Dallas, Texas 75201
(214) 651-9795
Monday, Wednesday, Thursday, 10:00 a.m. to 3:00 p.m., Tuesday, 5:00 p.m. to 9:00 p.m.
Independent non-profit agency.
Career information and counseling, job referral, employability skill training program. Personal counseling, individual and group.
Continuing education programs.
Fees vary.

VIRGINIA

CAREER PLANNING DIVISION
Psychological Consultants, Inc.
1804 Staples Mill Road
Richmond, Virginia 23230
(804) 355-4329
Monday-Saturday, 8:30 a.m. to 5:15 p.m.
Independent private agency.
Educational and career counseling.
No registration fee. Other fees vary.

HOLLINS COLLEGE
Career Counseling Center
Hollins College, Virginia 24020
(703) 362-6364
Monday-Friday, 9:00 a.m. to 4:30 p.m.
Educational and career counseling, continuing education courses.
Job referrral and job placement.
Fees vary.

MARY BALDWIN COLLEGE
Career & Personal Counseling Center
112 North New Street
Staunton, Virginia 24401
(703) 885-0811, Ext. 294 or 333
Monday-Friday, 9:00 a.m. to 12:30 p.m.
Monday-Friday, 1:30 p.m. to 5:00 p.m.
College affiliated office.
Educational and career counseling.
Fees vary.

VIRGINIA COMMONWEALTH UNIVERSITY
EVENING COLLEGE
901 West Franklin Street
Richmond, Virginia 23284
(804) 770-6731
Monday-Friday, 8:30 a.m. to 9:30 p.m.
Saturday, 9:00 a.m. to 1:00 p.m.
Official University Office.
Educational counseling, referral to university career and personal counseling services, continuing education courses.

WASHINGTON

INDIVIDUAL DEVELOPMENT CENTER, INC.
(I.D. CENTER)
1020 East John Street
Seattle, Washington 98102
(206) 329-0600
Monday-Friday, 9:00 a.m. to 4:00 p.m.
Independent private agency.
Career and life decision counseling, career development workshops for company and government agency employees, awareness seminars for managers and supervisors of women employees.

UNIVERSITY OF WASHINGTON
Career and Life Planning
1209 N.E. 41st
Seattle, Washington 98105
(206) 543-4262
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office.
Educational and career counseling, testing, job information, free resume register.
Counseling, testing, course fees vary.
Scholarships available.

WEST VIRGINIA

WEST VIRGINIA UNIVERSITY
Placement Service
MountainLair
Morgantown, West Virginia 26506
(304) 293-2221
Monday-Friday, 8:15 a.m. to 5:00 p.m.
October through April until 9:00 p.m.
Official college office
Educational and career counseling, job referral
Optional use

WYOMING

UNIVERSITY OF WYOMING
Placement Service
P.O. Box 3195, University Station
Laramie, Wyoming 82071
(307) 766-2398
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office, restricted to students and alumnae
Educational and career consulting, job referral
No fees

APPENDIX C

DIRECTORY OF BROKERING PROGRAMS

DIRECTORY OF BROKERING PROGRAMS

Eastern Programs

- Capital Higher Education Service
  275 Windsor Street
  Hartford, Connecticut 06120
  (213) 527-5261

- Career Counseling Service
  Ocean State Training Center
  Building 808
  Quonset Point, Rhode Island 02819
  (401) 294-2150

- Community College of Vermont
  P.O. Box 81
  Montpelier, Vermont 05602
  (802) 828-2401

- Educational Opportunity Center Program
- Executive Office of Educational Affairs
  18 Tremont Street
  Boston, Massachusetts
  (617) 727-7785

- Hudson Community College Commission
  26 Journal Square
  Jersey City, New Jersey 07306
  (210) 656-2020

- New Jersey Education Consortium
  228 Alexander Street
  Princeton, New Jersey 08540
  (609) 921-2021
- Pennsylvania Adult Counseling Program
  Department of Education
  Box 911
  Harrisburg, Pennsylvania 17126
  (717) 787-9602

- Regents External Degree Program
  Voluntary Advisory Network
  99 Washington Avenue
  Albany, New York 12230

- Regional Continuing Education for Women Program
  Temple University
  Broad and Montgomery
  Philadelphia, Pennsylvania 19122
  (215) 787-7602

- Regional Learning Service of Central New York
  405 Oak Street
  Syracuse, New York 13203
  (315) 425-5275

- Thomas A. Edison College
  Forrestal Road
  Princeton, New Jersey 08540
  (609) 452-2977

- Women's Inner City Education Resource Service Center
  90 Warren Street
  Roxbury, Massachusetts 02119
  (617) 440-9150

Southern and Mid-Western Programs

- Center for Open Learning
  Alabama Consortium for the Development of Higher Education
  306 North Main
  Demopolis, Alabama 36736
  (205) 289-0177

- Community Based Counseling for Adults
  Office of Student Services
  University of Wisconsin Extension
  Lake Street
  Madison, Wisconsin
  (608) 263-2055

- Greater Cleveland External Degree Service
  Cleveland Public Library
  325 Superior Avenue, N.E.
  Cleveland, Ohio 44114
  (216) 621-5557

- School for New Learning
  DePaul University
  23 East Jackson Boulevard
  Chicago, Illinois 60604
  (312) 939-3525, Extension 258

Western Programs

- Okanogan County Education Service
  Wenatchee Valley College
  Box 2058
  Omak, Washington 98841
  (509) 826-4901

APPENDIX D

COLLEGES WHICH ARE MEMBERS OF THE COUNCIL FOR THE ADVANCEMENT OF EXPERIENTIAL LEARNING (CAEL)

COUNCIL FOR THE ADVANCEMENT OF EXPERIENTIAL LEARNING (CAEL)

Institutional Members

ALABAMA

Birmingham So. College
800 8th Avenue W.
Birmingham, Alabama 35204
(Attention Neal R. Berte, President)

University of Alabama in Birmingham
University Station
Birmingham, Alabama 35294
(Attention John T. Anderson
Director of Special Studies)

University of Alabama
P.O. Drawer CD
University, Alabama 35486
(Attention Bernard Sloan
Dean, New College)

University of South Alabama
Mobile, Alabama 36688
(Attention Howard M. Phillips
Vice President for Academic Affairs)

ARKANSAS

University of Arkansas at Little Rock
Little Rock, Arkansas 72204
(Attention T. Harri Baker
Director, Innovative Programs)

Mississippi County Community College
P.O. Drawer 1109 P
Blytheville, Arkansas 72315
(Attention Larry Carter)

East Arkansas Community College
P.O. Box 1039
Forrest City, Arkansas 72335
(Attention Galen F. McBride
Dean of Academic Affairs)

ARIZONA

UP WITH PEOPLE
3103 N. Campbell Avenue
Tucson, Arizona 85719
(Attention Jackson S. Hipps
Director, Educational Programs)

Northland Pioneer College
1400 North 8th Avenue
Holbrook, Arizona 86025
(Attention Marvin L. Vasher, President)

CALIFORNIA

Los Angeles Community College
2140 West Olympia Boulevard 310
Los Angeles, California 90006
(Attention William G. Thomas
Chancellor, c/o New Dimensions)

University of California, Los Angeles
Los Angeles, California 90024
(Attention Jane S. Permaul
Dean, Experimental Educational Programs)

California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032
(Attention Thomas M. Graham
Dean of Continuing Education and Innovative Programs)

Cerritos Community College
11110 E. Alondra Boulevard
Norwalk, California 90650
(Attention Mrs. Olive P. Scott
Dean of Academic Affairs)

California State College - Dominquez Hills
1000 East Victoria Street
Dominquez, California 90747
(Attention Barbara Chrispin)

California State University and College
400 Golden Shore
Long Beach, California 90802
(Attention David H. Provost
Dean, New Program Development and Evaluation)

The Consortium of California State University and Colleges
400 Golden Shore
Long Beach, California 90802
(Attention Barrie D. Bortnick
Coord. Competency Assessment and Evaluation)

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840
(Attention Richard H. Wilde
Asc Vice President/Academic Affairs)

La Verne College
1950 Third Street
La Verne, California 91750
(Attention Wayne L. Miller
Dean, Undergraduate Sector)

University of California
San Diego
LaJolla, California 92093
(Attention Cory Carlson
Earl Warren College
U-022)

National University
4141 Camino del Rio S.
San Diego, California 92108
(Attention Robert C. White
Assistant to the President)

Whitehead College of the University of Redlands
1200 E. Colton Avenue
Redlands, California 92375
(Attention Gordon Charles Atkins
Provost)

Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626
(Attention J. E. Garmon
Associate Dean, Director, Career Center)

Coastline Community College
7112 McFadden Avenue
Huntington Beach, California 92647
(Attention Bernard J. Luskin)

Golden West College
15744 Golden West Street
Huntington Beach, California 92647
(Attention Donald L. Randol
Registrar)

Chapman College
333 N. Glassell
Orange, California 92666
(Attention Bert C. Williams
Dean, Undergraduate Studies)

Santa Ana College
17th Street at Bristol
Santa Ana, California 92706
(Attention Richard J. Sneed
Vice President, Academic Affairs)

The Fielding Institute
226 East De La Guerra
Santa Barbara, California 93101
(Attention Frederic M. Hudson, President)

California State College, Bakersfield
Bakersfield, California 93309
(Attention Thomas M. Watts
Dean, Behavioral Sciences)

City College of San Francisco
50 Phelan Avenue
San Francisco, California 94112
(Attention Warren R. White
Dean, Evening Division and Summer Session)

University of San Francisco
2130 Fulton Street
San Francisco, California 94117
(Attention Michael M. Howe
Director, Continuing Education)

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
(Attention Urban G. Whitaker
Dean, All-University Programs)

University of California, Berkeley
2536 Channing Way
Berkeley, California 94270
(Attention Barbara Graves
Administrator, Field Studies Program)

St. Mary's College
P.O. Box 397
Moraga, California 94575
(Attention Nancy Dyar
Director, Office of External Degree Program)

Peralta C for Non-Traditional Study
2020 Milvia Street, Suite 200
Berkeley, California 94709
(Attention Nancy Tapper, President)

University of California, Santa Cruz
292 Central Services Building
Santa Cruz, California 95064
(Attention Eugene H. Cota-Robles
Academic Vice Chancellor)

Raymond College/University of the Pacific
Stockton, California 95211
(Attention Andy F. Key
Director, U. W. W.)

Humboldt State University
Arcata, California 95521
(Attention Janice Erskine
Division of Interdisciplinary Studies)

California Community Colleges
1238 S Street
Sacramento, California 95814
(Attention Harry Sherer
Specialist, Academic Affairs)

COLORADO

Arapahoe Community College
5900 S. Santa Fe Drive
Littleton, Colorado 80120
(Attention Jeanette M. Dunn
Assistant to the President)

Metropolitan State College
250 West 14th Avenue
Denver, Colorado 80204
(Attention Catherine M. Warrick
Dean)

Community College of Denver
12600 W. 6th Avenue
Golden, Colorado 80401
(Attention William M. Boast
Dean of General Studies Red Rocks Campus)

University of N. Colorado
Faculty Apartments Unit 1
Greeley, Colorado 80630
(Attention Richard J. Wood
Associate Director, The Center for Non-Traditional and
Outreach Education)

CONNECTICUT

University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117
(Attention Bruce W. Jorgensen
Director of Special Programs College of Arts and Science)

The Hartford Graduate Center
275 Windsor Street
Hartford, Connecticut 06120
(Attention Judd N. Adams
Instructional Design Specialist)

Eastern Connecticut State College
Student Center
Willimantic, Connecticut 06226
(Attention Betty R. Tipton
Associate Dean)

Sacred Heart University
P.O. Box 6460
Bridgeport, Connecticut 06606
(Attention Charles E. Ford
Academic V.P. and Dean)

DISTRICT OF COLUMBIA

Washington International College
1239 G Street, N. W.
Washington, D. C. 20005
(Attention Deborah Bender
Director, Admissions and Records)

Campus-Free College
1239 G Street, N. W.
Washington, D. C. 20005
(Attention Mark I. Cheren
Coordinator for Program Advisor Affairs)

Center for Human Services
5530 Wisconsin Avenue, N. W.
Washington, D. C. 20015
(Attention Hyman H. Frankel, President)

University of D. C./Mt. Vernon Campus
1331 H Street, N. W. 436
Washington, D. C. 20015
(Attention Jeanne Evans Lea
Acting Dean, School of Continuing Education)

The American University
308 Asbury Building
Washington, D. C. 20016
(Attention Lenore Saltman
Program Development Specialist)

Trinity College
Michigan and Franklyn Avenue
Washington, D. C. 20017
(Attention Claire McCormick, SND
Assistant to Academic Dean/Research and Development)

DELAWARE

Delaware Technical and Community College
P.O. Box 897
Dover, Delaware 19901
(Attention William C. Pfeifer)

FLORIDA

Florida Department of Education
Tallahassee, Florida 32304
(Attention Myron R. Blee)

Valencia Community College
P.O. Box 3028
Orlando, Florida 32802
(Attention Gloria Raines
Vice President for Academic Affairs)

Florida Southern College
8578 Avenue C
Orlando, Florida 32809
(Attention Robert Hedrick
Director McCoy Progam)

Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922
(Attention Raymond J. Kosiba
Dean, Provost Cocoa Campus

Miami-Dade College
11011 S. W. 104th Street
Miami, Florida 33176
(Attention J. Terence Kelly
College Director of Occ. Ed.)

Florida International University
Miami, Florida 33199
(Attention Issac Palmore)

Broward Community College
225 East Las Olas Boulevard
Fort Lauderdale, Florida 33301
(Attention Willis Holcombe
Assistant to the President)

Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
(Attention Deborah B. Glass
Director)

Hillsborough Community College
P.O. Box 22127
Tampa, Florida 33622
(Attention Rene E. Villa)

University of South Florida
Tampa, Florida 33620
(Attention D. Keith Lupton
Director)

Eckerd College
P.O. Box 12560
St. Petersburg, Florida 33733
(Attention Clark H. Bouwman)

GEORGIA

Atlanta Junior College
1630 Stewart Avenue, S. W.
Atlanta, Georgia 30310
(Attention Christine W. Unger
Chairperson, Humanities Division)

Clayton Junior College
P.O. Box 285
Morrow, Georgia 30260
(Attention Billy R. Nail
Dean of the College)

HAWAII

Leeward Community College
96-045 Ala Ike
Pearl City, Hawaii 96782
(Attention Joanne Louise Pertz
Stud Rec Evaluation Specialist)

IOWA

Iowa Lake Community College
100 1/2 North 6th Street
Esterville, Iowa 51334
(Attention Gene Schorzmann
Assistant Superintendent of Instruction)

Loras College
Dubuque, Iowa 52001
(Attention John E. Hess
Director of Community Education)

Drake University
2700 University Avenue
Des Moines, Iowa 50311
(Attention Charles Z. Roetpger
Assistant Dean, Continuing Education)

American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240
(Attention Aubrey Forrest
Director, Instructional Design and Assmt.)

St. Ambrose College
518 W. Locust Street
Davenport, Iowa 52803
(Attention Rev. Edward J. Baumann
Dean of Continuing Education)

IDAHO

Ricks College
535 Maple Drive
Rexburg, Idaho 83440
(Attention Dean R. Sorensen
Assistant Dean for Instruction)

University of Idaho
Moscow, Idaho 83843
(Attention Susan Burcow
Executive Assistant)

ILLINOIS

Barat College
Lake Forest, Illinois 60045
(Attention G. Donald Hollenhorst
Academic Dean)

William Rainey Harper College
Palatine, Illinois 60067
(Attention Frank A. Christensen
Director, Learning Laboratory)

Elmhurst College
190 Prospect Street
Elmhurst, Illinois 60126
(Attention Frederick G. Tyrrell
Director, Records and Evening Session)

College of DuPage
Glen Ellyn, Illinois 60137
(Attention Martha M. Thomas
Instructor, Alpha College)

North Central Assn's Comm. on Inst. of Higher Education
820 Davis Street
Evanston, Illinois 60201
(Attention Patricia Thrash
Assoc. Dir.)

Governors State University
Park Forest South, Illinois 60466
(Attention Betty Stanley
Director, Office of Assessment)

City Colleges of Chicago
185 North Wabash Street
Chicago, Illinois 60601
(Attention Salvatore C. Rotella
President, Chicago City-Wide Institute)

Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605
(Attention William Roderick
Dean, College of Continuing Education)

Northeastern Illinois University
5500 North St. Louis Avenue
Chicago, Illinois 60625
(Attention Bettye Parker
Board of Governors, Bachelor of Arts Program)

Chicago State University
95th Street at King Drive
Chicago, Illinois 60628
(Attention Joan M. Hill
Director, BOG/IC Programs)

Southern Illinois University at Carbondale
Carbondale, Illinois 62901
(Attention H. Eugene Dybvig
Department of Radio and Television)

Black Hawk College
6600 34 Avenue
Moline, Illinois 61265
(Attention Charles E. Laws
Dean of Liberal Studies)

Western Illinois University
Sherman Hall 309
Macomb, Illinois 61455
(Attention Lawrence R. Murphy
Director, Non-Traditional Programs)

University of Illinois at Chicago Circle
351 Illini Tower
Urbana, Illinois 61801
(Attention E. Eugene Oliver
Director, University Off. of School and College Relations)

Southern Illinois University Edwardsville
Campus Box 46
Edwardsville, Illinois 62026
(Attention David George Brown
Assistant Dean, The Graduate School)

Eastern Illinois University
Charleston, Illinois 61920
(Attention Laurence Ringenberg
Dean, College of Arts and Sciences)

Board of Education
119 South 5th Street
Springfield, Illinois 62701
(Attention Richard I. Miller
Associate Director for Aca. Aff.)

Board of Governors of State Colleges and Universities
222 College Street
Springfield, Illinois 62706
(Attention Robert A. Pringle
Associate Executive Officer for Academic Affairs)

Sangamon State University
Springfield, Illinois 62708
(Attention Leroy Jordan
Director, Applied Study)

INDIANA

Indiana University
Krannert Building, Room 060
1125 East 38th Street
Indianapolis, Indiana 46205
(Attention Sylvia E. Bowman
Special Assistant to the President)

Calumet College
2400 New York Avenue
Whiting, Indiana 46394
(Attention Ray J. Krajenski
Vice President Academic Affairs)

University of Evansville
Evansville, Indiana 47701
(Attention Larraine R. Matusak
Dean, College of Alternative Programs)

KANSAS

Kansas Community College
7250 State Avenue
Kansas City, Kansas 66112
(Attention Marjorie K. Blank
Assistant Dean for Student Personnel Services)

Kansas State University
307 Umberger Hall
Manhattan, Kansas 66506
(Attention John D. Steffen
Director, Non-Traditional Studies)

Bethel College
North Newton, Kansas 67117
(Attention William Keeney
Director of Exp. Learning)

KENTUCKY

Spalding College
851 S. Fourth Street
Louisville, Kentucky 40203
(Attention William J. Hoar
Coordinator, Experienced-Centered Learning)

Berea College
Work-Study Development Project
C. P. O. 2348
Berea, Kentucky 40403
(Attention Charles R. Schindler
Director, Information and Extension)

University of Kentucky
303 Administration Building
Lexington, Kentucky 40506
(Attention Robert F. Sexton
Executive Director, Office of Experiential Education)

Union College
Box 448
Barbourville, Kentucky 40906
(Attention Dale K. Myers
Director, Office of Experiential Education)

LOUISIANA

Delgado College
615 City Park Avenue
New Orleans, Louisiana 70119
(Attention Audrey M. Cullen
Director of Business and Cultural Affairs)

MASSACHUSETTS

Berkshire Community College
West Street
Pittsfield, Massachusetts 01201
(Attention Emily L. Jahn
Director, Experiential Learning Center)

University of Massachusetts, Amherst
Wysochi House
Amherst, Massachusetts 01002
(Attention Edward J. Harris
University Without Walls)

North Shore Community College
3 Essex Street
Beverly, Massachusetts 01915
(Attention Anita P. Turner
Director, Center for Alternative Studies)

Salem State College
Salem, Massachusetts 01970
(Attention Louis J. Theriault
Director of Continuing Education)

Northeastern University
Boston, Massachusetts 02115
(Attention Sylvia J. Brown
Research Assistant, Cooperative Education Research Center)

University of Massachusetts at Boston
100 Arlington Street
Boston, Massachusetts 02116
(Attention John H. Strange
Dean)

Bunker Hill Community College
Charlestown, Massachusetts 02129
(Attention William M. Craft
Dean of the Open College)

Institute of Open Education
15 Mifflin Place
Cambridge, Massachusetts 02138
(Attention Joan Goldsmith
Co-Director)

Lesley College Graduate School of Education
29 Everett Street
Cambridge, Massachusetts 02138
(Attention Rebecca Kent
Coordinator, Special Projects and Undergraduate Cont. Education)

Massachusetts Board of Regional Community Colleges
470 Atlantic Avenue
Boston, Massachusetts 02210
(Attention Jules O. Pagano, President)

Southeastern Massachusetts University
North Dartmouth, Massachusetts 02747
(Attention Robert L. Piper
Director, Division of Continuing Education)

MARYLAND

Bowie State College
Bowie, Maryland 20715
(Attention Charles A. Stokes
Professor of Graduate Education)

University of Maryland - University College
University Boulevard
College Park, Maryland 20742
(Attention Bette S. Coplan
Director of Research for Continuing Education)

Hartford Community College
P.O. Box 216
Churchville, Maryland 21028
(Attention George F. Marchelos
Assistant Dean for Learning Resources)

AEDS, Inc.
10680 Rain Dream Hill
Columbia, Maryland 21044
(Attention James V. Clark, President)

Towson State College
Baltimore, Maryland 21204
(Attention Kenneth A. Shaw
Vice President and Dean of the College)

The Johns Hopkins University Evening College and Summer Session
Baltimore, Maryland 21218
(Attention Richard J. Allen
Director, Division of Arts and Sciences)

Morgan State University
Coldspring Lane and Hilton Road
Baltimore, Maryland 21239
(Attention Calvin E. Woodland
Associate Professor of Education)

Hood College
Frederick, Maryland 21701
(Attention Martha E. Church, President)

MAINE

Andover Institute
335 Forest Avenue
Portland, Maine 04101
(Attention Ruth C. Fulton
Academic Dean)

MICHIGAN

Oakland University
Rochester, Michigan 48063
(Attention Billie De Mont
Associate Provost, Center for General and Career Studies)

Madonna College
36600 Schoolcraft Road
Livinia, Michigan
(Attention Sister M. Francilene
Academic Dean)

The Detroit Institute of Technology
2727 Second
Detroit, Michigan 48201
(Attention Hugh L. Thompson, President)

Wayne State University
1107 Mackenzie Hall
Detroit, Michigan 48202
(Attention Robert E. Hubbard
Assistant Provost for Inst'l Rel.)

Detroit Institute of Addiction Res. and Training
7707 West Chicago Avenue
Detroit, Michigan 48204
(Attention Thomas C. Kauffman
Director)

Marygrove College
8425 West McNichols Road
Detroit, Michigan 48221
(Attention Thomas K. Plofchan
Dean of Continuing Education)

Delta College
University Center, Michigan 48710
(Attention J. Cheger
Chairman, Department of Sociology)

Michigan State University
17 Morrill Hall
East Lansing, Michigan 48824
(Attention John S. Duley
Assistant Professor, Learning and Evaluation Service)

Central Michigan University
Mount Pleasant, Michigan 48859
(Attention John T. Yantis
Director, Institute for Personal and Career Development)

Kalamazoo Valley Comm College
6767 West O Avenue
Kalamazoo, Michigan 49009
(Attention Carla Noe
Experience Based Education)

Nazareth College at Kalamazoo
Nazareth, Michigan 49074
(Attention Mary Reichling
Coordinator for Academic Advising)

Siena Heights College
1247 East Siena Heights Dr.
Adrian, Michigan 49221
(Attention Peter L. Bouvier
Director, General Studies Division)

Ferris State College School of Allied Health
Swan 105
Big Rapids, Michigan 49307
(Attention Jeffrey F. Cross
Coordinator of External Degree Programs)

MINNESOTA

Metropolitan Consortium for Competence Based Education
Inver Hill Community College
St. Paul, Minnesota
(Attention E. Sharon Hayenga
Director of Competence Based Education/External Degree Program)

Metropolitan State University
Suite 1190
Metro Square
7th and Roberts Streets
St. Paul, Minnesota 55101
(Attention George Ayers
Vice President for Academic Affairs)

University of Minnesota
105 Walter Library
Minneapolis, Minnesota 55455
(Attention Barbara Knudson
Dean, University College)

Winona State University
Winona, Minnesota 55987
(Attention Pauline Connel
Project Director)

St. Mary's College
Winona, Minnesota 55987
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